



APPROVAL
OF THE ESCONDIDO CENTER
OF THE PALOMAR
COMMUNITY COLLEGE
DISTRICT



CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

JUNE 1995

COMMISSION REPORT 95-7

Summary

The Postsecondary Education Commission is charged by State law to evaluate proposals concerning the location, acquisition and construction of new institutions, branches or off-campus center of public higher education

This report contains the Commission's analysis, findings and recommendations concerning a request by the California Community Colleges Board of Governors to confer official status on the Escondido Center of the Palomar Community College District. The Escondido Center is an existing facility -- one of the largest such centers in the State -- and is located in the northern part of San Diego County. It currently serves some 3,000 students in day and night classes. Approval of the center was requested so that it may be eligible for future capital outlay funding.

Among the Commission's findings in support of the Board of Governors' request are the following:

- ♦ The Escondido Center is an existing operation for which approval is sought in order that it may become eligible for capital outlay funding for future renovations, structural maintenance, or other minor projects
- ♦ No capital outlay funding is requested, and available data on the operations budget suggests that cost per student at the center is probably somewhat lower than the district average
- ♦ There is widespread community support for the Escondido Center and area demographic and enrollment projections support the operation of the center
- ♦ The center maintains a broad curricula, and has increased considerably the ethnic diversity of its student body
- ♦ The Palomar District is actively engaged in ongoing planning for the Escondido Center, other centers, and postsecondary institutions in the area

The Commission adopted this report at its meeting on June 5, 1995, on recommendation of its Educational Policy and Programs Committee. To order copies of this report, write to the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938, or telephone (916) 445-7933.

APPROVAL OF THE ESCONDIDO CENTER OF THE PALOMAR COMMUNITY COLLEGE DISTRICT

*A Report to the Governor and Legislature
in Response to a Request from the Board
of Governors of the California
Community Colleges*

**COMMISSION REPORT 95-7
PUBLISHED JUNE 1995**

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Conclusions and Recommendations

IN THIS REPORT, the Commission responds to a request by the Chancellor of the California Community Colleges to grant permanent educational center status to the Escondido Center of the Palomar Community College District in northern San Diego County

The Escondido Center is an existing operation, having been leased by the district in 1989 and then purchased outright with district funds in late 1994. It is already among the largest educational centers in the State -- only the San Diego and San Francisco Community College Districts maintain larger centers -- and is currently serving over 3,000 students with a broadly based curriculum. Approval of the center has been requested so that it may become eligible for capital outlay funding in the future, even though no requests are anticipated for at least the next five years. It is the district's opinion that, eventually, some funding may be needed for renovations, structural maintenance, or other minor capital outlay projects.

For the long term, the Palomar district faces some of the more interesting planning problems in the State. Geographically, the district occupies a very large territory, yet maintains only the one college in San Marcos. The population is growing considerably both to the north of the college and to the southeast, as well as almost directly east in Escondido, which is the district's largest city. The district is also adjacent to seven other community college districts, at least one of which has excess capacity that could easily serve part of the Palomar district.

At present, Palomar district officials believe that the combination of Palomar College, the Escondido Center, and several outreach operations will adequately serve the entire population of the district -- a view the Commission shares. In the future, however, it appears that good planning will require very close collaborative relationships with neighboring districts to avoid possible unnecessary programmatic and facility duplications.

Based on its analysis of the Escondido Center needs analysis, the Commission offers the following conclusions and recommendations:

Conclusions

- 1 *Enrollment projections.* The Commission's guidelines specify that an educational center should maintain an enrollment of at least 500 full-time-equivalent students, and that an enrollment projection extending for five years, and approved by the Demographic Research Unit of the Department of Finance, be submitted. Since the Escondido Center's Fall 1993 enrollment was 1,304 full-time-equivalent students, with substantial growth projected for the future, this criterion is easily satisfied. It should be noted, however, that based on the population demographics of the area, both the Commission and the Demographic Research Unit believe the enrollment projection is high.

- 2 *Consideration of alternatives* Given the available options, which include doing nothing, exclusively using storefront outreach classes, or using instructional television, the district has found the solution that best suits the needs of the area's residents. The central location, with adequate parking and public transportation readily available, provides a strong community identity, a single point for the provision of student services, and a broadcast center for instructional television.
- 3 *Demographics and accessibility.* Demographically, the Escondido Center has increased its ethnic diversity considerably in the past few years, with major gains for previously underrepresented groups, particularly Latino students. It maintains one of the wider arrays of student services to be found at an educational center anywhere, and it has introduced a number of technological applications that have increased access and even permitted self-paced instruction. The excellent location has facilitated access for hundreds, if not thousands, of students who might not have been able to attend the Palomar campus in San Marcos.
- 4 *Academic planning and program justification.* The center maintains one of the broadest curricula to be found at any educational center, with major program clusters in the areas of lower-division transfer requirements, occupational education, remediation, and English as a Second Language. A comprehensive academic plan was approved by the district in 1993.
- 5 *Program and capital outlay cost data.* Since the district is not requesting any capital outlay funding for the center, and in fact purchased the center with its own funds, there are no capital outlay cost projections to report. The support budget data that were submitted did not include faculty costs, so total operating costs for the center could not be determined. The available cost data suggest, however, that the actual cost per student is probably somewhat lower than the district average.
- 6 *Community support and effects on other institutions.* Community support is widespread and clearly evidenced by the correspondence included with the needs study. There is no known opposition to the center's location or activities. Given the location of the center, there is little chance of programmatic conflict with neighboring community colleges.
- 7 *Long-range planning considerations.* The district is engaged in an ongoing planning exercise that includes, but does not end with, the Escondido Center. The construction of other permanent educational centers in Poway (south district) and Fallbrook (north district) are contemplated in the district's five-year plan, although specific requests have not been developed at the present time. Given Poway's proximity to San Diego Miramar College in the San Diego Community College District, the district will need to plan very carefully for the development of educational services in that area.
- 8 *Economic efficiency.* Since no State funds are involved, the district clearly meets the requirements of this criterion. Beyond that, however, the district is

also making extensive use of technology to improve educational programming and to render its administrative operations more efficient. The Commission believes the district should be commended for these efforts, particularly in its endeavors to implement many of the recommendations offered by the California Community Colleges' Commission on Innovation.

- Recommendations**
- 1. The Escondido Center should be approved as an educational center of the Palomar Community College District.**
 - 2. The Escondido Center should become eligible for State capital outlay funding as of the 1995-96 fiscal year.**
 - 3. In its future planning endeavors, the Palomar Community College District should continue to plan cooperatively with adjacent districts, and particularly with the San Diego Community College District and San Diego Miramar College. Any plans for the expansion of educational services in the Poway/Rancho Peñasquitos area should be undertaken with a multi-district regional approach in mind.**

2

Background to the Proposal

Introduction Sections 66903(2a) and 66903(5) of the Education Code provide that the California Postsecondary Education Commission “shall advise the Legislature and the Governor regarding the need for and location of new institutions and campuses of public higher education” Section 66904 also provides

It is further the intent of the Legislature that California Community Colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless recommended by the commission Acquisition or construction of non state-funded community college institutions, branches, and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the commission

Pursuant to this legislation, in 1975 the Commission developed a series of guidelines and procedures for the review of new campus and off-campus center proposals and then revised them in 1978, 1982, 1990, and most recently in August 1992 under the title of *Guidelines for the Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC 1975, 1978, 1982, 1990b, and 1992c) As most recently revised, these guidelines require each of the public higher education systems to develop a statewide plan every five years that identifies the need for new institutions over a 15-year period Once the system submits that statewide plan to the Commission, the Commission requests that it submit more detailed short-term plans for campuses or centers through a “Letter of Intent to Expand” If Commission staff reviews that letter favorably, the staff invites the system to submit a comprehensive proposal -- referred to as a “needs study” -- that the staff evaluates according to ten criteria to determine its relative merit, after which the Commission recommends to the Governor and the Legislature that the new campus or center be approved -- creating an eligibility to compete with other districts for State capital outlay appropriations -- or be disapproved and remain ineligible

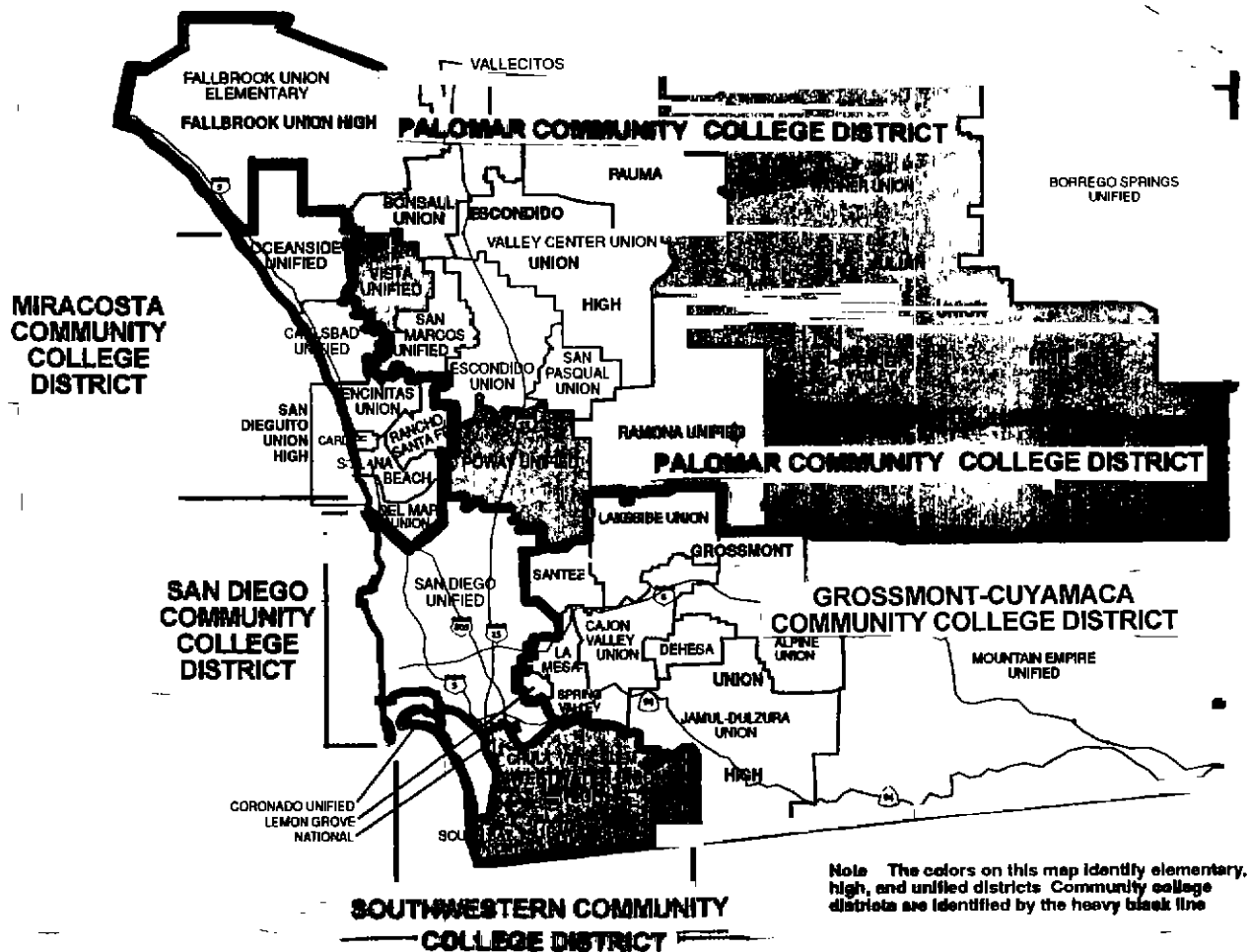
**Origins
of the proposal**

The Palomar Community College District was founded in 1946 and maintains a single campus in the City of San Marcos in northern San Diego County Geographically among the largest in California, the district sprawls over 2,658 square miles of territory bordered by the Pacific Ocean and the Mira Costa Community College District on the west, the Saddleback and Mt San Jacinto districts on the north, the Coachella Valley and Imperial districts on the east, and the San Diego and Grossmont districts to the south Most of the district’s territory consists of national or State preserves, including the Cleveland National Forest, the Anza Borrego Desert State Park, and the Cuyamaca Rancho State Park, there are also

17 Indian reservations in the district's eastern territory Display 1 shows the district's configuration, and Display 2 shows its primary population centers and notes the sites of Palomar College in San Marcos and the Escondido Center

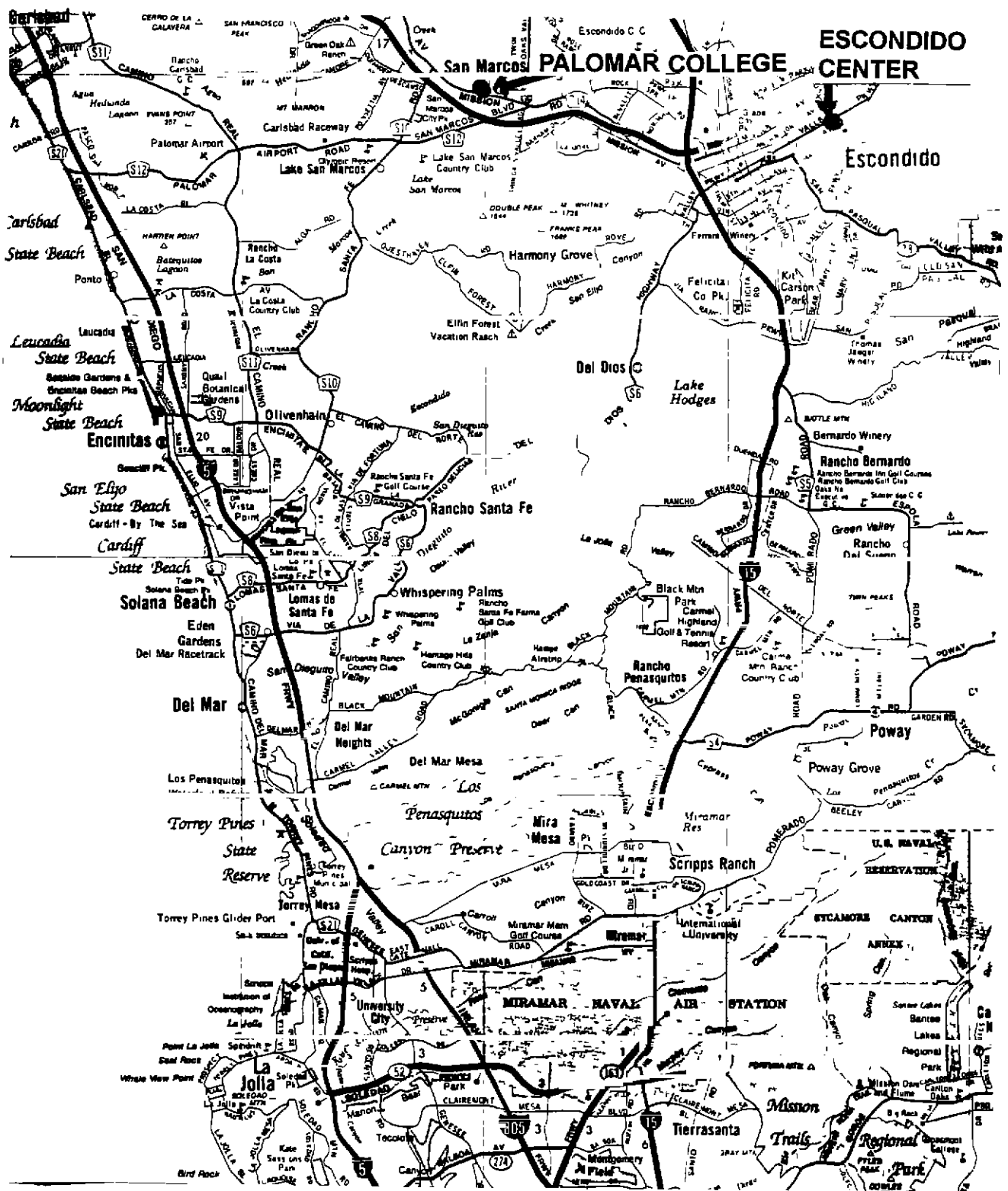
For most of its history, the Palomar district has served a small rural population with its single campus and a number of outreach centers spread throughout the district. Starting in the mid-1970s, this pattern of service began to change dramatically as the population of the north county region experienced a powerful growth curve In 1992, the Department of Finance's Demographic Research Unit reported that the Palomar District had become the eighth fastest growing of the community college system's 71 districts, with an annual population increase of about 3.5 percent, about double the statewide average of 1.7 percent From a total population of 323,227 in 1980, the population within the district's borders grew to 546,172 in 1990 -- a 69.0 percent increase in just ten years -- and is projected to grow to almost 700,000 by the year 2005, as shown in Display 3 at the top of page 8 Total

DISPLAY 1 San Diego County School and Community College Districts



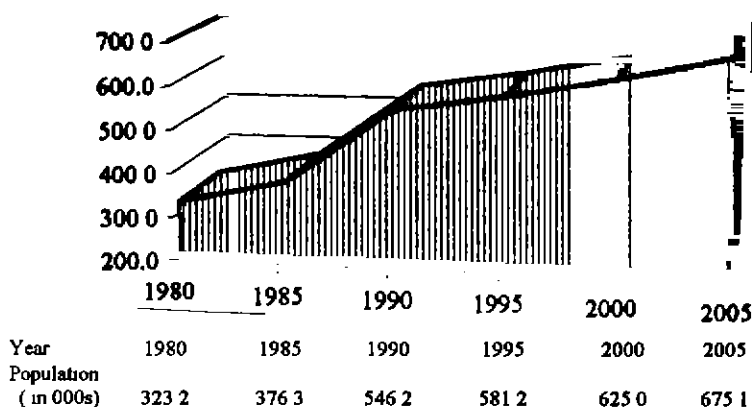
Source: Palomar Community College District.

DISPLAY 2 Northern San Diego County, Showing the Locations of Palomar College and the Escondido Center



Source: Palomar Community College District.

DISPLAY 3 Total Population of the Palomar Community College District, 1980 Through Projected 2005



Source: Demographic Research Unit, Department of Finance

population throughout the north county is now at approximately one million people and continues to grow rapidly, a circumstance that prompted the Commission to approve not only a new educational center for the Mira Costa Community College District (1985), but also a new university campus that has since become California State University, San Marcos (1990)

Growth of this magnitude always forces change. From a headcount enrollment of 9,072 in 1972, the district's enrollment doubled by 1980, and then grew by another 6,646 students to 25,229 in 1992 when the recession, funding restrictions, and fee increases drove enrollments lower over the

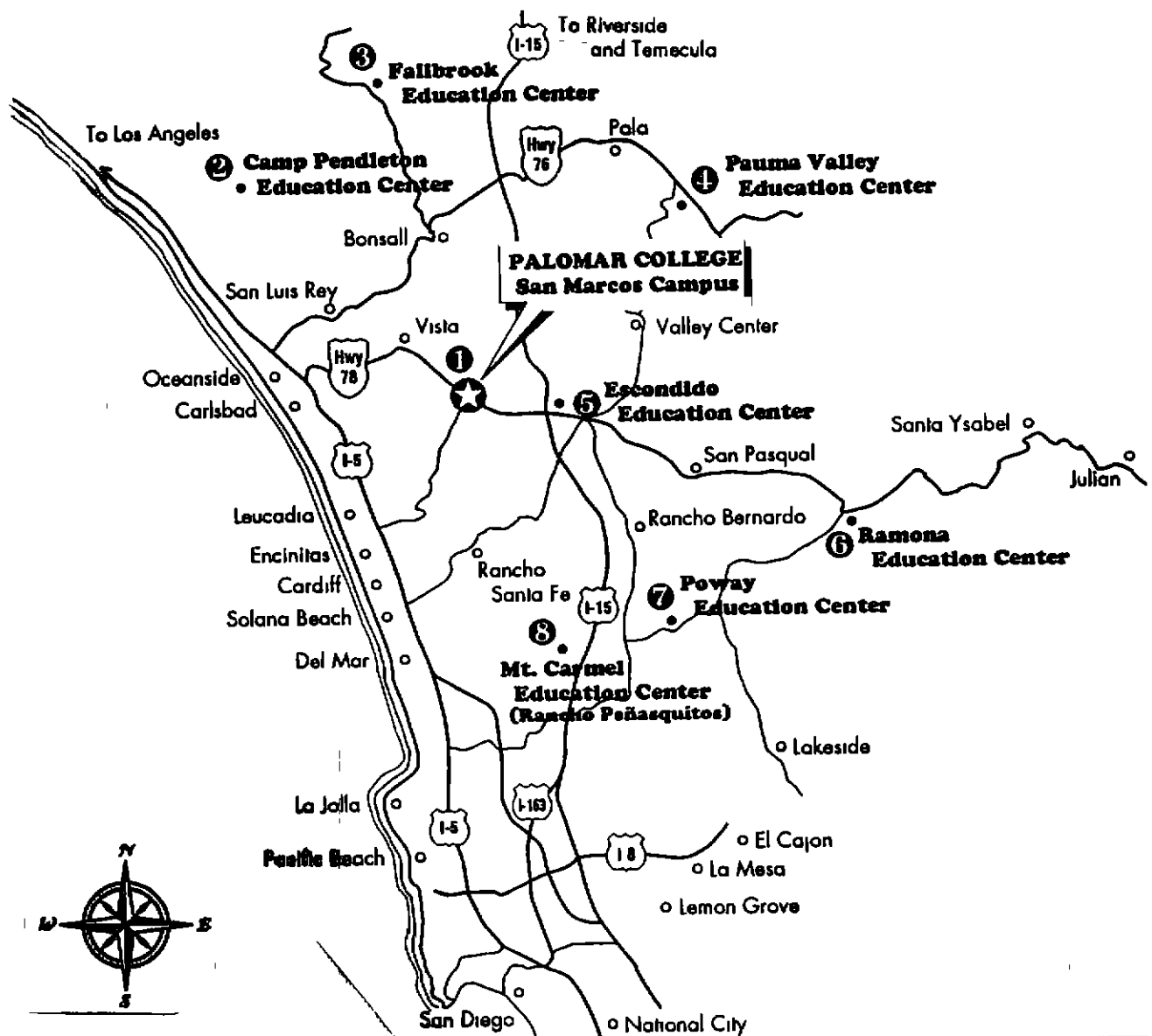
next two years, although even then by only 1,446 students. In response to this growth, the district not only doubled the size of Palomar College, it also opened six moderately sized outreach operations -- generally enrolling no more than a few hundred students -- throughout the district, the locations of which are shown in Display 4 on the opposite page -- and offers classes on an as-needed basis at over 100 other locations districtwide in leased or donated space, including several on Indian reservations.

In 1990, the Chancellor's Office contracted with MGT Consultants, Inc. to assist it in developing a long-range facilities growth plan for the community college system. MGT produced that report in September of that year and offered snapshot analyses of the probable growth needs in each of the districts. For Palomar, MGT concluded as follows:

The District Board of Trustees has directed College staff to identify sites in Poway and Fallbrook that would be ideal locations for colleges and which have the potential of being donated to the District. The current status of the master planning efforts of the District are uncertain. However, the 5-year plan suggests that the planned Poway Center will be developed in 1994 and the Fallbrook Center will be developed in 1999. Quantitative data, including enrollment growth projections and model indicators, suggest that the development of one new campus is warranted in the near-term. In the long-term, a center in Fallbrook also appears to be justified based on available information (MGT, 1990).

When it completed its five-year plan, the Board of Governors decided that a new campus, although justified by the demographic information, might not be the most desirable way to proceed. After a considerable exploration of the subject, it concluded that two centers, as suggested by MGT, rather than a campus and a center, would be preferable, and consequently moved to create a permanent center in Poway in the district's southern tier. The district selected a site, but after a preliminary review by the Postsecondary Education Commission in 1992, in which a number

DISPLAY 4 *Palomar College and Major Outreach Operations of the Palomar Community College District*



Source Palomar Community College District.

of concerns about the potential location were raised, the district decided to delay implementation of the Poway operation for an undetermined length of time (California Postsecondary Education Commission, 1992). As a result, the district decided to focus its attention on the existing center in Escondido.

Escondido is the major population center of the Palomar district, with about three times the population of San Marcos where the district's college is located. This fact alone suggests that the Palomar Campus should have been located in Escondido, but that has become apparent only with the perspective of the 50 years that

have passed since the original decision to locate the campus in Vista in 1946 and then move it to San Marcos in 1950. A century ago and earlier, population tended to gravitate to rivers, since waterways provided the major transportation arteries of the nation, today, people congregate around freeways, and for the same reason. In the late 1940s, the interstate highway system that now moves along the Pacific coast through Encinitas and Carlsbad to the west (Interstate Highway 5), and through Escondido to the east (Interstate Highway 15), had not yet been conceived. Had the planners of that day known, it is possible that a different decision would have been made, but such examples are commonplace in the history of planning.

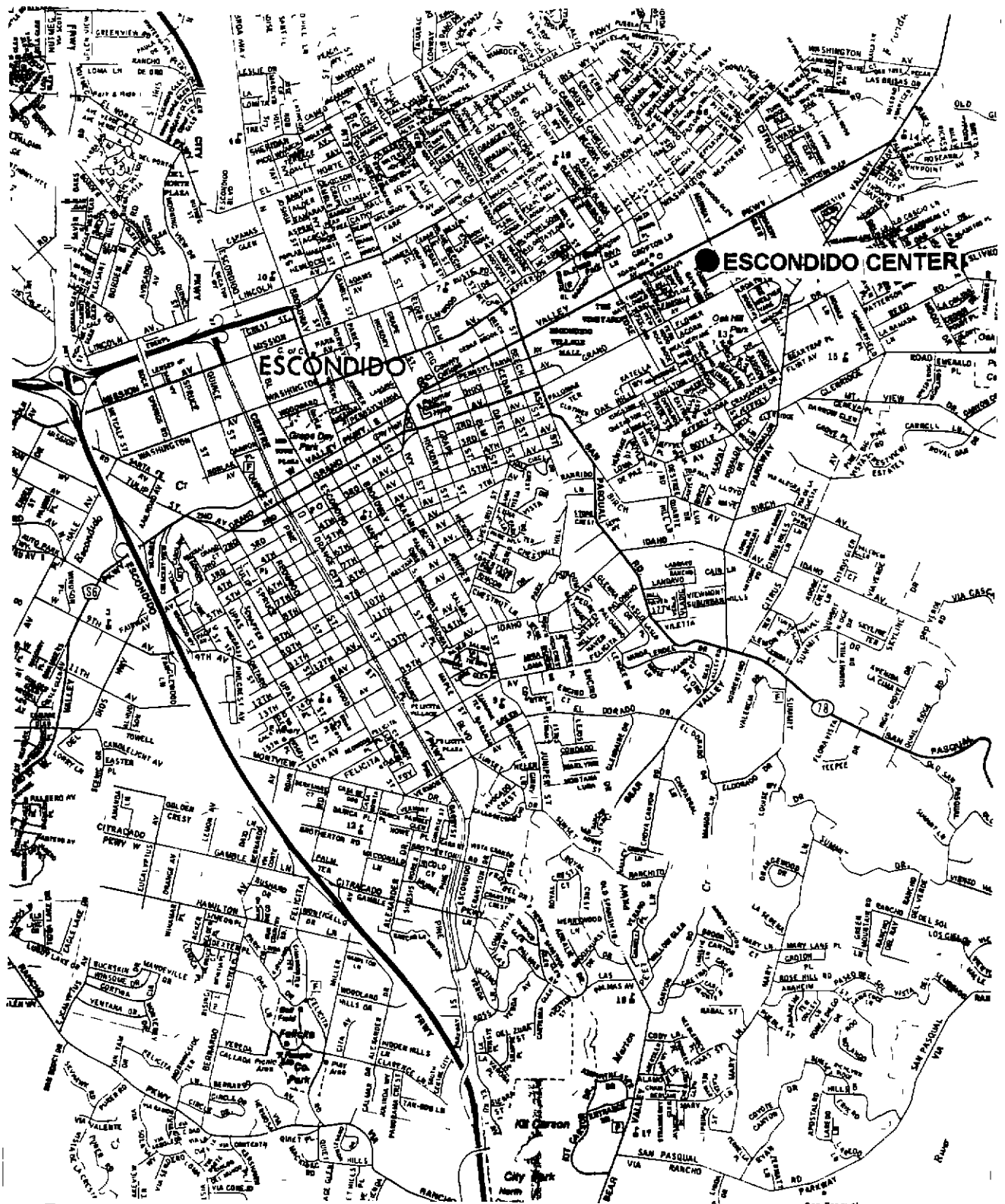
The construction of the freeway some seven miles to the east of Palomar College eventually produced rapid population growth in Escondido and, with it, a demand for community college services. Through the mid-1980s, like most community college districts in emerging growth areas, the district offered a few classes here and there in churches, elementary schools, and other community facilities, mostly on an ad hoc basis, and almost entirely in the evening. Most of these classes in Escondido consisted of English as a Second Language (ESL) courses that served the large and growing Latino community living in the area. By mid-decade, it became clear that this limited outreach approach would not represent an adequate long-term service presence.

In 1986, the district appointed a task force with the charge to seek a suitable location for a large educational center -- one that would make possible a major curricular expansion as well as the provision of more extensive student services. Various locations were considered, with all but one rejected due to excessive lease rates, seismic/structural problems, poor location, inadequate parking, or access problems for students with disabilities. Ultimately, the district focused on a mini-mall in eastern Escondido that was close to the civic center, offered easy access to public transportation, and could be leased at a cost the district could afford. The location of the mall, and a photograph of the center, are shown in Displays 5 and 6 on the next two pages.

In July 1989, the district approved a 12-year lease, from 1990 until 2002, for the center's largest building. That building covers 45,200 assignable square feet of space. It was remodeled to conform with Field Act requirements and approved by the State Architect in 1991. The district subsequently leased through 1997 an additional building comprising 7,104 assignable square feet of space, which it also remodeled. The configuration of the center as it exists today is shown in Display 7 on page 13.

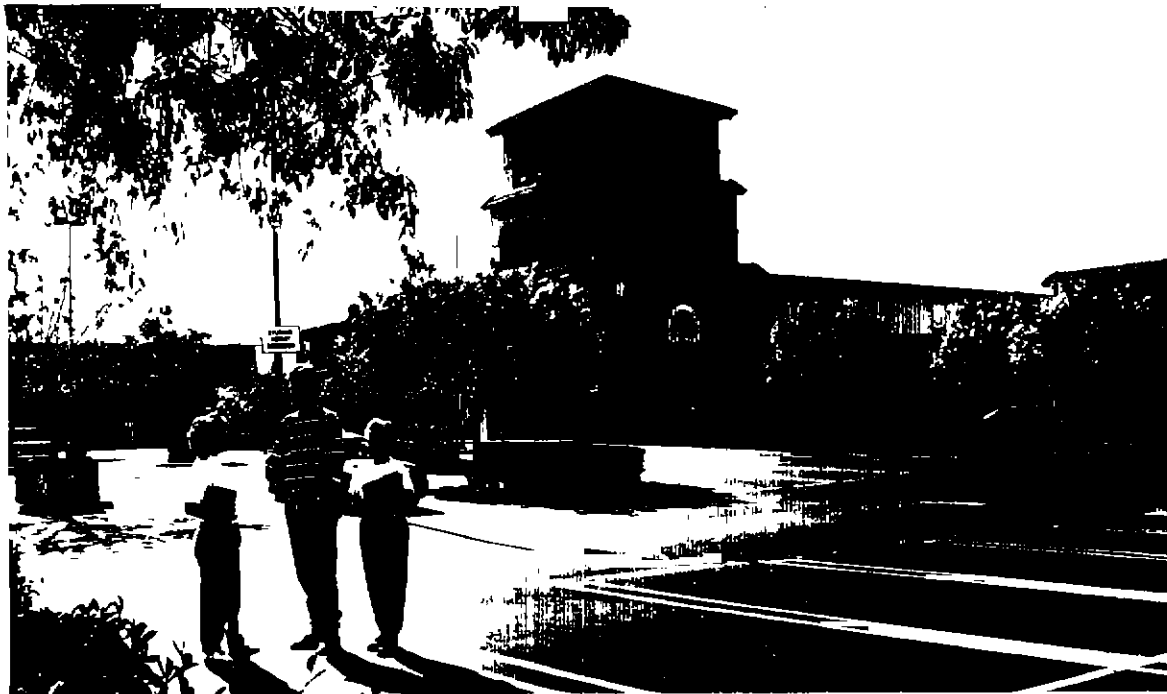
In late 1994, the district reached a decision regarding the long-term future of the center. Following a comprehensive cost-benefit analysis, the district's administration and governing board determined that an outright purchase of the facility would be preferable to a continued lease or to the construction of a new building at some undetermined location. Noting that the lease payments over a seven-year period would reach \$3.9 million, while purchase and improvements would come to \$5.9 million, it seemed prudent to make the purchase. While obviously more expen-

DISPLAY 5 Escondido and Vicinity, Showing the Location of the Escondido Center



Source Adapted from California State Automobile Association.

DISPLAY 6 View of the Escondido Center, "Palomar College, Escondido"



Source Palomar Community College District.

sive in the short run, the long-term benefits seemed beyond dispute. The purchase was completed on November 22, 1994.

**Review
by the Board
of Governors
and the
Commission**

Even before the decision to purchase had been made, the district was moving rapidly to secure official approval for the Escondido Center. Contact was made early in 1994 with the Chancellor's Office and the Commission, and on April 26 and 27, staff from both agencies visited the district to discuss various options, a visit that included a public discussion with the district's governing board. This was the second occasion that Commission staff had visited the district, the first being in the spring of 1992, as noted above.

On October 11, the district's consultant, Allan Petersen, submitted a formal letter of intent and needs assessment to the Chancellor's Office, with copies to the Commission, requesting official educational center status for the Escondido Center. The district's Vice President for Administrative Services, Michael D. Gregoryk, confirmed that submission by letter on October 19. On November 21, Vice Chancellor for Fiscal Policy Joseph Newmyer wrote to William L. Storey of the Commission's staff formally advising the Commission that the Chancellor's Office supported Palomar's request and would be submitting an agenda item to the Board of Governors. Mr. Newmyer's letter requested the Commission's consideration in February with action in April. Mr. Storey responded to that letter on January 27. The applicable correspondence is shown in Appendix C.

DISPLAY 7 Floorplan of the Escondido Center

Palomar College

Escondido CAMPUS MAP

1951 East Valley Parkway • Escondido, CA 92027

Palomar College, Escondido is located in the CAMPUS CENTER 1951 East Valley Parkway

A. From the West, proceed east on HWY 78 to Broadway (Lincoln and Broadway) Do not turn on Broadway, but continue east on Lincoln to Midway Drive. Turn right (south) on Midway Drive and proceed to East Valley Parkway

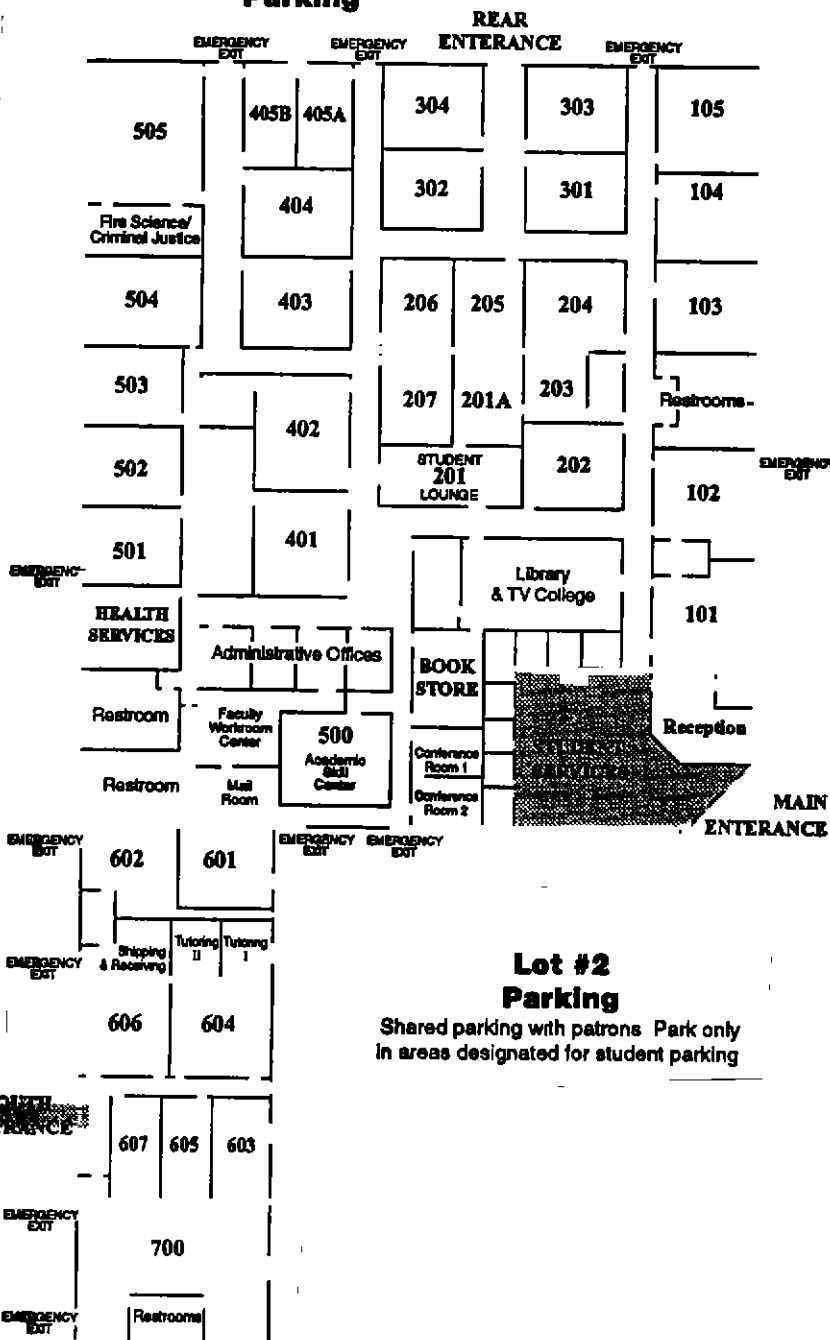
B. From the North, proceed south on I-15 to El Norte Parkway Proceed east on El Norte Parkway to Midway Drive Turn right (south) on Midway Drive and proceed to East Valley Parkway

C. From the South, proceed north on I-15 to Via Rancho Parkway Turn right onto Via Rancho Parkway, which becomes Bear Valley Parkway Follow Bear Valley Parkway north to Midway Drive, turn left (north). Proceed to East Valley Parkway

Lot #3 Parking

Enter from Midway Drive

Lot #1 Parking



Lot #2 Parking

Shared parking with patrons Park only
in areas designated for student parking

The Board of Governors considered an agenda item on the subject (Appendix B) at its January 12 meeting and is scheduled to take action on it at its March 30-31 meeting. That item presented something of a novel justification for the center, one that recognized the Commission's guidelines for the review of new institutions as important, but which also suggested that other criteria should be used to evaluate the proposal. In particular, the Chancellor's Office relied heavily on the recommendations of the Chancellor's Commission on Innovation (COI), and suggested that the center is an excellent example of the kind of facility the COI had in mind when it recommended that new community college facilities be located in "central community locations" and that districts engage in joint use planning, make more extensive use of technology, plan collaboratively with other institutions and the community, and get involved in economic development. These points are discussed in the next section of this report.

The Board of Governors' agenda item also noted that the Escondido Center is a successful *existing* operation and not a proposal for a future center that may or may not be successful. Because of that, it was compared to other existing operations, both those that had received official approval, and those that were "grandfathered" by the Commission through its 1984 report on off-campus centers. That analysis, which appears on pages 20-21 in Part Three of this report, is quite illuminating with regard to the Escondido Center's place among already-approved off-campus operations.

Finally, it should be noted that a question naturally arises about the need for Commission approval, given the facts that the center is already in existence, that the district already owns it, and that no State funds are currently being requested for any purpose regarding it. The answer is that all buildings eventually need repairs and renovations. While the Palomar district anticipates no funding requests over the next five years, by applying for official status of the Escondido Center now, it will allow the center to become eligible to compete for capital outlay funding in the future. Should needs arise, the district feels that it will have a greater chance of meeting those needs if State funding can be secured.

Contents of the analysis

The analysis of the Palomar district's proposal that appears in the next section of this report discusses all of the Commission's criteria contained in its *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (California postsecondary Education Commission, 1992d, excerpted in Appendix A). These include consideration of enrollment projections, programmatic and geographic alternatives to the proposal, service to economically disadvantaged and historically underrepresented students, academic planning, effects on other institutions, physical accessibility, and economic efficiency. In some cases, the discussion is abbreviated, since the center is already in existence, but in two areas, the special circumstances surrounding the center warrant an expansion of the discussion.

- ♦ The first of these areas concerns the overall planning environment for the district. Escondido does not represent the end of the Palomar district's expansion

plans, since its most recent Five-Year Construction Plan (1995) anticipates the construction of two additional permanent educational centers -- one in Poway to the south, and another in Fallbrook to the north. The Commission discusses this issue under the criterion entitled "Effects on Other Institutions" on pages 30-32 of Part Three.

- ♦ The second item concerns space utilization. The Escondido Center has a very large excess of classroom capacity, although one that is scheduled to be reduced over the next five years. There is also an excess of lecture space at Palomar College in San Marcos. The Commission believes that issues surrounding efficient space utilization are important and should be discussed as they have been with regard to other proposals, most notably the Southwest Center of the Kern Community College District. The Commission discusses this issue on pages 32-34 of Part Three under the general discussion of economic efficiency.

3

Analysis of the Proposal

Overview of the Commission's review guidelines

For almost three years, the Commission has been operating under a revised planning framework that requires the development of a statewide plan for each system of California public higher education, and integrates that planning process with specific reviews of proposals for new campuses and educational centers. The overall planning process is defined primarily by the Commission's report *A Framework for Statewide Facilities Planning* (1992c), but it is also mentioned prominently in the *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (1992d). While both of these reports define the statewide planning process, the guidelines also provide definitions of the types of facilities to be reviewed, schedules that assure timeliness in the review process, and ten criteria under which all proposals for new institutions will be evaluated. With specific regard to community college projects, the guidelines define three types of educational entities:

Outreach Operation An outreach operation is an enterprise, operated away from a community college or university campus, in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 full-time-equivalent students (FTES) at a single location.

Educational Center An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

College A full-service, separately accredited, degree and certificate granting institution offering a full complement of lower-division programs and services, usually at a single campus location owned by the district, colleges enroll a minimum of 1,000 full-time-equivalent students. A college will have its own administration and be headed by a president or a chancellor.

The term "campus" is not used as a working definition in the guidelines, primarily because it has become so generic in common usage that it often appears in the names of both colleges and educational centers. Rarely is an educational center of minimum size (500 or more FTES) referred to as a center, since the term "campus" seems to suggest greater prestige and perhaps a more comprehensive program. Even outreach operations (less than 500 FTES) often use the term "campus," and it is for that reason that the Commission has decided to eschew use of

the term In the current case, the proposal from the Palomar Community College district is for official recognition, and consequent State capital outlay funding eligibility, of an already existing educational center

**Consideration
of the
Commission's
criteria**

The Commission quotes its ten criteria on the following pages in considering the proposal from the Palomar district In summary, they are as follows

- 1 The needs study must contain a five-year *enrollment projection* approved by the Demographic Research Unit of the Department of Finance Projected enrollment must be sufficient to establish the college or center
- 2 *Programmatic alternatives* must be considered, including such possibilities as expanding existing campuses, increasing utilization, sharing facilities with other institutions, or using nontraditional educational delivery systems
- 3 There must be a plan to serve *economically disadvantaged and historically underrepresented students*
- 4 There must be an *academic plan*, with all programs described and justified
- 5 An analysis of both *capital and support costs* must be included
- 6 There should be a cost-benefit analysis of *alternatives*
- 7 *Physical, social, and demographic characteristics* must be described, and a plan for *transportation access* to the site presented
- 8 An *environmental impact* report should be provided (This criterion assumes that a new facility is contemplated In the Escondido case, the criteria is irrelevant, since the facility is already built)
- 9 There should be a strong consultation process with the community and its institutions, and the *impact of the proposed campus on the enrollments of existing campuses* in the area must be considered
- 10 More favorable consideration should be given to proposals where *land or other tangible assets are donated*, and where intersegmental cooperation can be demonstrated

**Criterion 1
Enrollment
Projections**

1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections for each of the first five years of operation (from the center's opening date) must be provided.

As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment projections. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice

and instructions on the preparation of enrollment projections. Community College projections shall be developed pursuant to the Unit's instructions.

1 6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers, compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.

The enrollment history and latest enrollment projection for the Palomar Community College District are shown in Displays 8 and 9. Display 9 in particular shows how enrollments in the district have varied considerably from year to year since 1975, a circumstance caused primarily by the fiscal dislocations created by Proposition 13 and various economic positives and negatives, as well as by legislative spending limitations. Nevertheless, growth in the district has been steady over the years, with annual increases of 2.7 percent since 1975. Enrollment projections, which tend to be driven more by demographics than fiscal circumstances, show growth between 1993 and 2005 of 6.3 percent per year, which is considerably higher than population growth generally (about 3.0 to 3.5 percent per year), but can be at least partially reconciled by the assumption that enrollments in the past few years have been artificially depressed due to budgetary restrictions. Nevertheless, the trend lines (linear regression lines) shown in Display 9 suggest that the number of students projected to want services is somewhat greater than either history or current demographics would suggest is likely to occur, especially if the State's fiscal condition does not improve dramatically over the ten-year course of the projection. Such a fiscal improvement at the State level is not currently being predicted by any responsible analyst.

Display 10 presents the enrollment history and the enrollment projection developed by the district. It shows a current enrollment, Fall 1993, of over 3,200 students and 1,304 full-time-equivalent students (FTES), a number that is projected to grow with the district's population to over 5,000 FTES by 2003. While growth of that magnitude is problematic under the current fiscal constraints facing California, it may offer a fair representation of actual demographic demand for services in the region.

The Demographic Research Unit appears to agree that the enrollment projection could be a little high. In its letter of March 7, shown in Display 11 on page 22, staff of the Unit states:

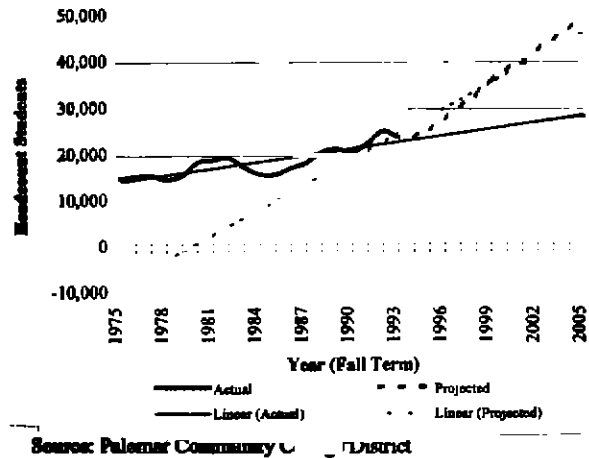
Comparing projected growth for other districts in the county and with the San Diego Council of Government's population projection for the District, about 20 percent, it seems that the projection may be somewhat high. The higher than expected projection for the District may be

**DISPLAY 8 Enrollment History and Projections,
Palomar Community College District, Fall 1975
to Projected Fall 2005**

<u>Fall Term of Year</u>	<u>Headcount Enrollment</u>	<u>Weekly Student Contact Hours (WSCH)</u>	<u>Percent Change</u>	<u>WSCH per Enrollment</u>
<i>Actual</i>				
1975	14,946	170,498	18.0%	11,408
1976	15,465	164,711	-3.3%	10,651
1977	15,687	156,145	-5.2%	9,954
1978	14,862	149,246	-4.4%	10,042
1979	15,685	160,713	7.6%	10,246
1980	18,583	174,873	8.8%	9,410
1981	19,097	175,695	0.4%	9,200
1982	19,523	175,683	0.0%	8,999
1983	17,440	157,826	-10.1%	9,050
1984	15,938	140,742	-10.8%	8,831
1985	15,863	135,747	-3.5%	8,557
1986	17,272	142,124	4.6%	8,229
1987	18,379	150,350	5.7%	8,181
1988	20,737	165,445	10.0%	7,978
1989	21,433	177,505	7.2%	8,282
1990	20,788	190,887	7.5%	9,183
1991	22,607	204,176	6.9%	9,032
1992	25,229	204,362	0.1%	8,100
1993	23,927	198,283	-2.9%	8,287
<i>Projected</i>				
1994	23,783	199,943	0.8%	8,407
1995	25,209	211,934	5.9%	8,407
1996	27,518	231,344	9.1%	8,407
1997	30,199	253,881	9.7%	8,407
1998	32,389	272,291	7.2%	8,407
1999	35,686	300,012	10.1%	8,407
2000	38,140	320,645	6.8%	8,407
2001	39,469	331,814	3.4%	8,407
2002	42,241	355,122	7.0%	8,407
2003	44,584	374,818	5.5%	8,407
2004	47,129	396,211	5.7%	8,407
2005	49,628	417,221	5.3%	8,407

Source: California Community Colleges, Chancellor's Office, Research and Analysis Unit.

**DISPLAY 9 Actual and Projected Enrollment
in the Palomar Community College District,
Fall 1975 to Projected Fall 2005**



explained if valid assumptions other than population growth were made in developing the projection

In spite of this reservation, the Demographic Research Unit regards the projection as reasonable. Yet even if the growth projected for the district turns out to be less than projected, there is little doubt that the Palomar district will grow at a faster rate than most other districts, and that the Escondido Center will also experience some enrollment growth.

In making its presentation to the Board of Governors, the district decided to conduct a survey of all existing approved, "grandfathered," or unofficial educational centers in California. The approved centers include those formally approved by either the Board of Governors or the Postsecondary Education Commission since the approval process began in 1974. "Grandfathered" is a category derived from a report compiled by the Chancellor's Office and the Commission in 1984 at the request of the Legislative Analyst that granted blanket approval to any operation that was in existence at the time the act creating the Commission became law (April 1, 1974). The unofficial category includes prima-

*DISPLAY 10 Actual and Projected Enrollments
at the Escondido Center of the Palomar
Community College District, Fall 1989
to Projected Fall 2003*

<u>Fall Term of Year</u>	<u>Headcount¹ Enrollment</u>	<u>Weekly Student Contact Hours</u>	<u>Full-Time- Equivalent Enrollment</u>
<i>Actual</i>			
1989	909	5,456	364
1990	2,480	14,878	992
1991	3,583	21,500	1,433
1992	3,587	21,519	1,435
1993	3,259	19,555	1,304
<i>Projected</i>			
1994	3,356	20,136	1,342
1995	4,056	24,333	1,622
1996	5,188	31,126	2,075
1997	6,502	39,014	2,601
1998	7,576	45,457	3,030
1999	9,193	55,160	3,677
2000	10,397	62,381	4,159
2001	11,049	66,291	4,419
2002	12,408	74,448	4,963
2003	13,557	81,342	5,423

1 Headcount figures were not provided by the district. Those shown are estimates derived by assuming an average six weekly student-contact hours (WSCH) per student.

2 Full-time-equivalent students equal WSCH divided by 15.

Source: Palomar Community College District and Commission staff analyses.

rily non-credit facilities and those with 500 or more full-time-equivalent students or more that have never been officially recognized.

A total of 83 facilities are listed by the district, including Escondido, some of which are brand new and not yet in operation (e.g., Madera, Lompoc, Folsom Lake, Vacaville) in their permanent facilities, some of which are very mature institutions with large enrollments, and some of which have ceased to operate. About 63 percent (52 of the 83) of those on the list fall into the grandfather category, and 28 of those are no longer in operation. Of the remaining 24 grandfathered locations, the six largest are in either the San Diego or San Francisco Districts and collectively enrolled 15,922 students in 1993-94, with about half in each district. The mid-city center in San Diego is the State's largest, with 3,636 students.

The Commission has granted official approval to 19 of these centers, 13 of which are listed. Among those not listed, the Southwest Center of the Kern district may have been omitted because it is not yet in operation. The Foothill-De Anza (the Sunnyvale and Mountain View Centers were approved by the Commission in 1977), Riverside (Norco and Moreno Valley Centers were approved in 1988), and West Hills (the Lemoore Center was approved in 1992) districts were not listed because they did not participate in the survey. Among those the Commission has approved, all are either in operation or are in the

planning and construction stage. The smallest approved center is in Delano (approved in 1977) with only 248 headcount students. The largest is the San Francisco Downtown Center with 2,000. Most fall in a range between 500 and 1,000 headcount students, although most of the recently approved operations have the potential for much larger enrollments if sufficient support and capital outlay funding can be acquired.

If approved, the Escondido Center would become the second largest educational center in the community college system among those approved by the Commission, a fact that is of interest but not a critical consideration for its approval. The most important fact is that it already maintains an enrollment of over 3,000 headcount students and 1,300 full-time-equivalent students (FTES) -- more than enough to meet the Commission's and the Board of Governors' 500 FTES minimum requirement for official recognition.

DISPLAY 11 Letter from Carol Corcoran of the Demographic Research Unit, Department of Finance, to Allan Petersen, Educational Planning Consultant to the Palomar Community College District, March 7, 1995

STATE OF CALIFORNIA

PETE WILSON Governor

DEPARTMENT OF FINANCE
916 L STREET
SACRAMENTO CA 95814-4998



March 7, 1995

Allan Peterson
Educational Planning Consultant
5340 Bunker Court
Fair Oaks, CA 95626

Dear Allan

I have reviewed the Palomar Community College District's "Forecast of Distribution of Instructional Load and Staff," the most recent Chancellor's Office Research and Analysis Unit's projections of district WSCH, and the Board of Governors' agenda item concerning the proposed Escondido Center in order to provide you with the following comments on the projection of WSCH for the Escondido Center

Palomar Community College District's allocation of WSCH appears to be consistent with the growth projected for the District by the Chancellor's Office. The District assumes that the Escondido Center's proportion of total WSCH will grow from the current 10 percent to 22 percent by 2003. According to the 1990 Census data compiled by K-12 school district, the total population of the Escondido High School District, a reasonable proxy for the Escondido Center's population, was 26 percent of the Palomar Community College District's population (the sum of Escondido, Fallbrook, and Julian High School Districts and Poway, Vista, Ramona, and San Marcos Unified Districts). Escondido High School District's proportion of secondary enrollment has changed from 29 percent to 25 percent of the Palomar Community College District's total over the past ten years. The Escondido Center's proportion of the District total seems reasonable in this context.

It is more difficult to comment on the District's WSCH projection by the Chancellor's Office without the background information and the assumptions that were used to develop the projection. Comparing projected growth for the Palomar Community College District over the next ten years, 89 percent, with projected growth for other districts in the county (17 percent for San Diego, 11 percent for Mira Costa, and 16 percent for Southwestern) and with the San Diego Council of Government's population projection for the District, about 20 percent (Exhibit 2 of the BOG agenda item), it seems that the projection may be somewhat high. The higher than expected projection for the District may be explained if valid assumptions other than population growth were made in developing the projection.

Please call me at (916) 323-4090 if I can be of any assistance.

Sincerely,

A handwritten signature in cursive script that reads "Carol Corcoran".

Carol Corcoran
Demographic Research Unit
Department of Finance

**Criteria 2 and 6
Consideration
of programmatic
and geographic
alternatives**

2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a . . . community college; (2) the expansion of existing institutions; (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months; (4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions, (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction; and (6) private fund raising or donations of land or facilities for the proposed new institution.

6.1 A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites.

At the time the Palomar district decided to lease the building in the mini-mall in Escondido, it considered a number of options and alternatives. One option was to do nothing, and simply assume that all of the residents in the area would attend the main college in San Marcos. The district also considered offering outreach operations of limited scope at various locations throughout the Escondido area, relying solely on non-traditional modes of delivery such as television, or some combination of approaches.

The first option was rejected for a commonly stated reason, that available space was decreasing in a rapidly growing population center. Palomar College is a mature, 45-year-old institution operating near its capacity with the likelihood of reaching its capacity within a few years. Its location is adequate for the present but increasingly difficult to reach within a reasonable commuting time due to congestion on State Highway 78, shown in Displays 2 and 5 above. Driving time to Palomar College from Escondido and most of its environs is within the 30-minute standard the Chancellor's Office considers reasonable, but the circle that 30 minutes represents on a map radiating out from the college is growing smaller, and will soon reach a size where some action to expand services would have been essential.

As for space adequacy at San Marcos, Palomar College presently enjoys a surplus of classroom space according to the legislative standard that has been in "temporary" effect since 1970 (ACR 151, 1970 Legislative Session). Its "capacity/load ratio," which measures classroom adequacy, suggests that it has a 41 percent surplus of classroom space. The Commission's analysis, however, as presented in *A Capacity for Learning* (1990b), indicates that the real surplus is only 10 percent. Projected enrollment growth will eliminate that surplus within two years at most. Further, while campus teaching laboratory space also shows a surplus, in this case in the 15-20 percent range, that too should be fully utilized by 1997-98. Faculty

office space appears to be adequate for the present, but will fall into a deficit position by 1996-97 at present growth rates, library space is already suffering from space shortages. All of this indicates that the college is doing reasonably well at the present time, but that planners were wise to consider other options as early as they did. The mere expansion of Palomar College does not appear to be a viable option for the long term.

The second option is to use leased or donated space in various community facilities, including public schools, churches, and social activities centers. All community college districts use this option to extend services in limited quantities to outlying areas -- the Palomar district maintains over 100 outreach locations throughout its territory -- but where population growth is strong, small outreach operations represent only a first stage in the evolution of an expansion plan. For Escondido, and primarily because of the strong population growth in the area, the outreach option demonstrates numerous limitations.

The greatest limitation stems from lack of control. Leased, and especially donated, space usually permits only the most limited of course offerings, and nothing with a laboratory component.

Virtually every district in California has been told to move from such space because the owners wanted to use it for other purposes, and such instability makes it difficult to produce a curriculum that will continue for any considerable length of time. Eventually, educators tire of moving, become frustrated with the limitations, and accordingly seek more permanent surroundings where a full curriculum can be planned, where laboratory courses can be offered in space that can be remodeled, and where offices are present that can be used to provide student services. It was exactly this pattern of events that led to the original leasing of the Escondido Center, and subsequently the purchase of the facility for cost/benefit reasons.

The final option is technology, and it presents its own set of difficult challenges. Recently, the Commission commented at some length about technological applications to education in its report, *Creating a Campus for the Twenty-First Century. The California State University and Fort Ord* (1993c). Some excerpts from that report are pertinent here (pp. 12-13).

There is no doubt that technology will ultimately have a dramatic effect on higher education, and on elementary and secondary education as well. That major changes in instructional delivery systems are imminent should come as a surprise to no one, since millions of people in the United States are already so deeply affected by technology in their daily lives, be it through their work with a personal computer, their leisure time occupied with compact discs, cable television, or the special effects wizardry of the latest films, the computerized and robot-built automobiles they drive, the bar codes and optical scanners that identify the prices of their purchased goods, or the satellite-fed news that informs their lives.

The twenty-first century will doubtless witness the introduction of new wonders, but the real change will be the extent to which technology

comes to dominate virtually every aspect of life. Some observers of the contemporary scene have speculated on the reasons why the introduction of the computer, for example, has seemed to have so little effect on economic productivity. Its promises are that it will permit work to be done faster and more efficiently, but the results have not been altogether evident. Part of the answer probably lies in the way technology is used. . but of equal importance is the fact that it is necessary for any new technology to develop a critical mass before it has widespread cultural effects. The internal combustion engine was invented in 1860, but it was several generations before the automobile revolutionized life in industrial societies.

Similarly, although the telephone was invented in 1876, it would be many decades before its impact would be fully felt. Television was invented in 1926, but made little impact on American society until the 1950s, and did not make a major impact until the 1960s. In their infancy, the automobile, the telephone, television, and many other inventions were considered as fanciful and peculiar as were the first electronic computers, invented in 1945. To follow this idea of delayed effect, it should be noted that the microprocessor was invented only in 1971, and that the first personal computer (the Altair 8800) did not reach the market until 1975, it was only twelve years ago that IBM introduced its first personal computer in 1981. By 1989, only 15 percent of American households contained a personal computer. Fiber optics, another key to the information age, were invented in 1955, but are only now coming into general usage.

The Commission doubts that technology will ever provide a total substitute for traditional classroom and laboratory instruction, although eventually, those traditional activities should be greatly enhanced by technological applications. There is growing evidence, however, that facilities like the Escondido Center are beginning to employ technological applications in new ways to provide not only a more efficient educational program, but a higher quality experience for the students as well. Most of this is experimental, which is appropriate, since no one knows yet just how great an impact contemporary technology will have on education. The district, however, is both sanguine about the possibilities and deserving of credit for its willingness to experiment with new ideas. Some of the elements of this experiment include the following:

- ♦ Class registration is conducted by telephone and computer link
- ♦ Distance learning is provided by telecourses, viewed at home by students who either view the lessons on cable television, or on videotapes checked out at the center's library. Students enrolled in telecourses attend approximately five to seven seminars that are scheduled on Saturdays or week nights. An on-campus instructor for each course serves as a personal contact to answer questions, provide review opportunities and administer examinations during seminars.
- ♦ The center has satellite downlink capabilities with the signal being carried into rooms available for teleconferencing.

- ♦ Computers are utilized in an academic skills computer laboratory established with Federal Title III (Higher Education Amendments of 1992) money. The laboratory provides computerized instruction to students in English as a Second Language (ESL), English composition, reading, and mathematics.
- ♦ The computer laboratory is linked by modem and electronic bulletin board to a small lab of six computers at the Pauma Indian reservation.
- ♦ The center maintains a small corporate training lab that houses AutoCad and Unix instruction.
- ♦ The center holds community services seminars on both Macintosh and DOS platforms.
- ♦ It maintains a computer terminal that allows students and faculty to search the holdings of the nearby Escondido Public Library through an on-line public access catalog (adapted from Palomar Community College District, 1994, p. 25).

This list of activities suggests several conclusions.

First, for technological applications to be fully utilized, a central location is useful, since it provides not only a community identity, it also provides a specific location for important activities such as the seminars noted above. As noted above, technology probably will not obviate the need for campuses or educational centers, what it will do is make those campuses and centers function more efficiently and serve more students.

Second, the traditional classroom setting where faculty lecture to students three days a week is not necessary in all cases to provide a quality educational experience. Television and video tapes (and ultimately video disks) can provide the lecture component for many purely didactic presentations, with special seminars, often offered during off hours, providing necessary supplements. This suggests not only that fewer classrooms may be needed in the future, but also that traditional budgeting systems based on "seat time" may need to be modernized.

Third, the application of technology to education is still almost embryonic. The Commission has believed for some time that one of the first widespread uses of computerized instruction may be in the remedial area, and the Escondido Center appears to be a living example of this possibility.

Fourth, more experimentation with technological applications is needed, plus a fiscal incentive structure that will encourage all of the segments of higher education to make their operations more efficient.

**Criterion 3 and 7
Demographics
and access**

3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups.

7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included.

The Palomar district provided the demographic and related information shown in

Display 12 Those data indicate steady growth in the center's enrollments, a reduction in enrollment at the Palomar campus among Escondido residents, and a greater diversification of the enrollment in terms of ethnicity. In 1988, White students comprised 78.8 percent of the district's total enrollment, in 1993, that percentage had fallen to 69.0. Latino students went from 11.0 percent to 18.1

DISPLAY 12 Demographic and Enrollment Trends in the Escondido Area of the Palomar Community College District, 1988 to 1993

Characteristic	Category	1988	1989	1990	1991	1992	1993
District Enrollment from Escondido Zip Codes		4,788	4,818	5,628	5,815	5,696	5,492
	Percent Change	N/A	0.6%	16.8%	3.3%	-2.0%	-3.6%
District Enrollment from Other Zip Codes		15,518	16,173	17,283	18,086	18,637	17,434
	Percent Change	N/A	4.2%	6.9%	4.6%	3.0%	-6.5%
Gender of Center Students	Male	42.6%	43.6%	42.1%	41.5%	41.9%	40.7%
	Female	57.4%	56.4%	57.9%	58.5%	58.1%	59.3%
Student Racial/Ethnic Group	Asian/Pacific	3.0%	3.4%	3.8%	4.5%	4.7%	5.3%
	Black	0.9%	1.0%	1.2%	1.2%	1.5%	1.5%
	Filipino	0.8%	0.9%	1.4%	1.3%	1.4%	1.5%
	Latino	11.0%	12.1%	12.6%	14.0%	16.4%	18.1%
	Native American	1.5%	1.0%	1.1%	0.8%	0.8%	0.9%
	White	78.8%	78.4%	76.3%	75.3%	71.6%	69.0%
	Other or Unknown	4.0%	3.2%	3.6%	2.9%	3.6%	3.7%
Student Age	19 or under	20.6%	19.6%	17.2%	17.2%	16.6%	18.7%
	20 to 24	25.9%	27.0%	26.6%	27.1%	28.5%	26.7%
	25 to 29	14.6%	13.6%	14.2%	13.2%	14.1%	14.1%
	30 to 49	26.3%	28.4%	29.5%	29.1%	29.1%	27.7%
	50 or over	12.5%	11.5%	12.4%	13.4%	11.8%	12.7%
Time of Attendance	Day only	49.9%	50.7%	45.6%	44.9%	44.4%	49.0%
	Evening only	33.1%	32.9%	34.9%	33.7%	32.5%	29.8%
	Both	17.0%	16.4%	19.4%	21.5%	23.1%	21.2%
Curricular Load	Noncredit	14.3%	12.5%	12.6%	14.1%	14.6%	17.2%
	0.1 to 2.9 units	5.4%	6.0%	7.9%	7.1%	6.6%	5.2%
	3.0 to 5.9 units	29.6%	29.9%	29.9%	28.2%	28.0%	26.7%
	6.0 to 11.9 units	26.2%	26.5%	25.6%	26.0%	25.8%	26.1%
	12.0 or more	24.5%	25.0%	24.0%	24.6%	24.9%	24.8%
Mean Number of Units Taken		6.63	6.72	6.54	6.64	6.70	6.58
Location of Course Taken	Palomar College	80.8%	80.8%	66.5%	63.2%	64.5%	65.1%
	Escondido Center	0.0%	0.0%	30.7%	39.9%	40.3%	38.6%
	Mt. Carmel/Poway Center	8.9%	9.1%	5.3%	3.5%	3.1%	2.4%
	Fallbrook Center	0.1%	0.1%	0.2%	0.2%	0.3%	0.2%
	Other	15.6%	16.2%	11.9%	11.1%	9.8%	10.2%
	All at Escondido Center	0.0%	0.0%	19.0%	23.6%	23.9%	23.4%

Source: Adapted from Palomar Community College District (1994)

percent of enrollment, and every other group gained as well, with the sole exception of Native Americans, which have remained around 1 percent for some years

Student services programs have shown a steady increase since the center was leased originally in 1989. When it first opened, services were spotty, with few permanent employees and almost no counseling services. Since then, several permanent employees have been hired to handle admissions and records; two counselors are located permanently at the center, and the range of services is growing. The Disabled Students Programs and Services (DSPS) office provides services to students with disabilities. Placement services are now on site, and are offered part time on a weekly schedule. Tutoring is available four days a week on a drop-in basis, and the computer center provides numerous opportunities for self-paced instruction in basic skills.

The Spring 1995 catalog for the center lists counseling services in the following areas:

- | | |
|------------------------------|-----------------------------------|
| ♦ Associate of Arts Degrees | ♦ Academic Renewal |
| ♦ Education Plans | ♦ Career Information |
| ♦ Certificate of Achievement | ♦ Reinstatement |
| ♦ Testing | ♦ Evaluation of Transfer Credits |
| ♦ Transfer Requirements | ♦ Graduation and Transfer Check |
| ♦ Personal Problem Solving | ♦ Transfer Application Assistance |
| ♦ Choosing a Major | ♦ Referrals |

An array of services this wide is unusual for an educational center, but has been made possible by the large size of the Escondido facility. Such size also permits a wide array of course offerings, as shown in the next section.

Criterion 4	<i>4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access; quality; intersegmental cooperation; and diversification of students, faculty, administration, and staff for the new institution, must be provided.</i>
Academic planning and program justification	

The courses offered as of Spring 1995 for the Escondido Center are shown in Appendix D. They include a wide variety of course and program offerings, many of which are directed to basic skills, others to transfer, and still others to associate degrees or vocational certificates. Taken as a whole, it constitutes a highly diverse curriculum with offerings to satisfy most tastes, and represents one of the broader curricular bases for any educational center to be found within the community college system.

The district approved an academic master plan in January 1993. That plan is too lengthy to be included in this analysis, but it does include the fundamental elements that any sound master plan should include, including a mission statement, a vision statement, an exposition of district history and present organization, an environmental scanning section, and a list of five-year strategic goals. There is also

a summary of departmental plans, a demographic presentation, an infrastructure analysis, and enrollment projections

Among the core elements of any academic plan is the list of strategic goals. Not only is such a list a logical extension of the district's vision and mission statement, it also constitutes a reference point for all of the district's activities over an extended period of time. For that reason, and because the Escondido Center plays a prominent part in the district's future plans, the entire statement is included in this report as Appendix E. The goals themselves, without the elaboration included in the appendix, are as follows:

- ♦ Design and implement an organizational support system for the creation and testing of alternative learning, student service, and outcomes assessment options that improve student learning, success, and retention
- ♦ Define responsibilities and roles of students, faculty, and staff to improve talent development
- ♦ Develop and implement planning and evaluation procedures to determine program and course offerings
- ♦ Specify a core of knowledge and skills expected of students
- ♦ Identify and develop the roles of education centers and campuses
- ♦ Develop and expand partnerships, articulation agreements, and linkages with other educational institutions, private businesses, non-profit organizations, and public entities

These goals, which were developed after extensive consultation within the college community and with the community at large, are strongly oriented toward student needs, and directed to defining the responsibilities of everyone involved. The master plan itself is a comprehensive document that should serve the district and its students well in the years to come; it could well be emulated by other districts around the State.

Criterion 5
Funding
projections

5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided.

Since the district purchased the mini-mall with its own funds, and is not asking for any capital outlay funding from the State, estimates of capital outlay costs are presently irrelevant. In the long run, there may be requests for repairs or renovations, but since much of the renovation work has already been completed at district expense, including the work necessary to qualify the building under the seismic requirements of the Field Act, it is unlikely that any requests will be forthcoming for at least the next five years, and probably much longer.

On the support side, complete figures are not available, but preliminary data suggest that the center is highly efficient, with a cost per FTE student considerably less than both the district average and the statewide average cost per FTE.

Criterion 7.2
Geographic and physical accessibility

7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students -- defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area -- must be demonstrated.

Creation of the center has opened many opportunities for students who could not, or would not, avail themselves of the educational opportunities at the San Marcos campus. Within higher education, it has long been known that proximity is destiny insofar as enrollments are concerned, a fact demonstrated again by the demographic attendance profile of students from the Escondido area, and by the steady enrollment growth the center has enjoyed. In part, the success has been due to location, which is convenient for commuters and served by public transportation. Parking, as in most shopping centers, is more than adequate.

Criterion 8
Environmental and social impact

8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.

This criterion is irrelevant to the consideration of the Escondido Center, since the center is already built.

Criteria 9.1 and 9.3
Effects on other institutions

9.1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

9.3 The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges -- either within the district proposing the new college or in adjacent districts -- to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

The district has consulted widely with other districts and community leaders, and letters of support for the Escondido Center have been received from numerous quarters. Among the sources of those letters, which are contained in Appendix F, are the following:

Assembly Member Robert C. Frazee	California State University, San Marcos
Assemblyman Jan Goldsmith	City of Escondido
Boys and Girls Clubs of Escondido	Congressman Randy "Duke" Cunningham
California Center for the Arts	Conway Elementary School

County of San Diego Board of Supervisors	Mt. San Jacinto Community College District
Escondido Union High School District	
Escondido Chamber of Commerce	North County Interfaith Council Inc
Grossmont-Cuyamaca Community College District	San Diego Community College District
	State Senator William A Craven
MiraCosta Community College District	The Salvation Army

There is no doubt that the Escondido Center enjoys a wide measure of community support. The Commission is unaware of any opposition to its activities. Nonetheless, in terms of the Commission's criteria for approval, careful planning will be needed to avoid deleterious effects on adjacent districts. As noted previously, the Palomar district occupies a vast area of northern San Diego County, yet a substantial percentage of its population resides in areas that are relatively close to the borders of adjacent districts. The Escondido Center appears to be sufficiently distant from these other districts to prevent any negative impacts on them. Yet the possibility exists of an eventual problem for the Palomar district because of population growth in the district's southern region.

The Commission observed in Part Two of this report that, at one time, the Palomar district planned to build a permanent center in the Poway/Rancho Peñasquitos area, some 12 miles to the south of Escondido along Interstate Highway 15. At the present time, the district operates two outreach operations in this area -- the Poway and Mt. Carmel Centers shown in Display 4 on page 9 -- each of which serves a few hundred students. Another five or six miles south of Poway on I-15 is San Diego Miramar College, and therein lies the potential problem.

For some years, State law has dictated that community college district boundaries pose no barrier to student attendance, which means that any student is free to attend any community college in the State regardless of the location of the college or the residence of the student. In the case at hand, that means that the residents of Poway/Rancho Peñasquitos, although located in the Palomar district, are free to attend San Diego Miramar College in the San Diego district if they so choose, as some do. San Diego Miramar College has a considerable amount of excess classroom space at the present time. According to the San Diego Community College District's 1995 five-year plan, the "capacity/load" ratio for Miramar's classrooms stands at 245 percent, which means that the college has almost two-and-a-half times as much classroom space as it needs, according to the 1970 space standards. By the Commission's updated standards of 1990, the ratio is only 191 percent -- but this is still almost double the need. Miramar's faculty office space is also ample, although its library space is in short supply, and its teaching laboratory space -- where space standards are more generous than they are for classrooms -- indicates a shortage of 68 percent until a planned science building is built that will eliminate the shortage.

According to the most recent enrollment projections developed by the Chancellor's Office, Miramar will experience insufficient growth to substantially reduce, let alone eliminate, its classroom surplus over the next five years, since the strongest enrollment growth in San Diego County is occurring to the north and east,

outside of the San Diego district That fact suggests that the Palomar district should engage in very careful planning for the Poway/Rancho Peñasquitos area in the future so as not to exacerbate an already difficult situation at San Diego Miramar

None of this problem affects the Escondido Center directly, yet its approval by the State will give the Palomar district a second major institution within its borders -- one that can be expected to generate considerable enrollment for many years to come It is also a center that is close enough to the district's southern tier that it can be expected to serve many of the needs of the residents of that area, especially given the relatively short commute along Interstate 15

Just as the Escondido region will benefit from the extensive services of the Escondido Center, the Poway/Rancho Peñasquitos area will be well served by the combination of facilities available to its residents, including San Diego Miramar College, the Palomar district's existing outreach centers in Poway and Mt Carmel, and the Escondido Center The existence of such services suggests that the Palomar district's proposal for a permanent center at Poway, currently contained in its five-year plan, should receive very careful scrutiny by the Board of Governors and the Commission if the district eventually submits a formal proposal for approval

**Criterion
10.1 and 10.2
Economic
efficiency**

10.1 Since it is in the best interests of the State to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied.

10.2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort.

From the State's perspective, nothing could be more cost effective than a large new center that costs the State nothing, especially when no proposals are forthcoming from the district for future capital outlay costs A strong spirit of cooperation exists between Palomar and neighboring districts north and south, as well as between Palomar and the new California State University, San Marcos, -- as evidenced by the warm and supportive letter from President Bill W Stacy of San Marcos (Appendix F)

Having noted the space surpluses at neighboring San Diego Miramar College, however, the Commission must comment on similar surpluses at the Escondido Center In 1994-95, Escondido's classroom capacity-load ratio stands at an impressive 383 percent, which means that, using the 1970 space standards, the center has almost four times as much classroom space as required By the Commission's standards, the amount of space is about three times the requirement Conversely,

however, there are severe shortages of laboratory, office, and library space.

To provide some perspective to this seemingly odd situation, it should be mentioned that the facility in which the center is housed was never designed for educational purposes. It was built originally as a discount store and office complex -- to serve as the anchor for the shopping mall -- and has consequently required a number of alterations to make it even minimally suitable for the district's purposes. One of the side effects of this is that the spaces now being used for classrooms tend to be oversized, which produces the exaggerated classroom capacity-load ratio.

Similarly, since it was not designed to be an educational facility, no laboratories were built into the structure. All have had to be created through renovations. Finally, there are fewer faculty offices than a campus or center would normally require, and while the square footage of existing offices does exceed State standards, the net result is an office space shortage.

Overall, the Escondido Center is a workable facility with a premier location, a combination that was sufficiently fortuitous for the district to purchase the property. In this equation of location and physical suitability, the former is by far the most important, since almost any building can be renovated to suit, while location is permanent and unchangeable. In the future, it is probable that further renovations of the Escondido Center will be forthcoming, particularly for the purpose of reducing some of the classroom surplus and converting that surplus to other uses. With Escondido's very strong enrollment growth potential, there is considerable reason to expect that its allocation of space will conform more closely to existing space standards within the next five years than it does now.

As the Commission noted earlier in Part Two, the Chancellor's Office has suggested that the Escondido Center represents a prime example of the kind of educational facility that the Board of Governors' recent Commission on Innovation (COI) had in mind for the future of the community college system. In particular, the Chancellor's Office believes that the center's use of technology, its central location in a growing urban area, its business and occupational curriculum, and its cooperative arrangements with the community and neighboring institutions make it an excellent model of an innovative and highly productive facility.

To a large extent, the Postsecondary Education Commission agrees with this assessment, and while the center's conformity with the recommendations of the Commission on Innovation is not a requirement for the Postsecondary Education Commission's approval of the facility, there is no question about the Postsecondary Education Commission's sympathy with and support for the primary objective of the Commission on Innovation -- finding ways to serve more students with fewer resources in the coming decades. As mentioned earlier, the per-student cost of the center appears to be below the State average, and that efficiency seems to be combined with a curricular flexibility that stems from many of the goal statements the Palomar district has included in its academic master plan.

In its 1993 report, *Creating A Campus for the Twenty-First Century*, which the Commission prepared after considering the California State University's plans for its twenty-first campus -- that at Monterey Bay, the Commission reviewed a wide range of issues, including technology, that may affect higher education in the future. In that report, the Commission suggested that machines will not create as many important changes for education as people and ideas will. The Commission's conclusion about Monterey Bay may have some applicability to the Escondido Center, in that looking to the future, the Commission foresees more questions than answers (1993c, p. 12.)

In one sense, we do not know exactly where we are going, we know only that we must go there. The pace of technological change is now so rapid, and our entire culture is being so overwhelmed and energized by the communications, information, and digital revolutions -- which in reality is a single revolution -- that it seems impossible to comprehend it all. Perhaps it is, but in a larger sense technology represents only one of the changes that is engulfing higher education. Future historians may ultimately come to regard the innovations in educational delivery and academic management as equally transforming as technology itself, and may indeed see that it was the combination of the two that made genuine renewal possible.

Because the Escondido Center not only meets all of the Commission's applicable criteria for approval as an educational center but also illustrates a variety of innovations in educational delivery, academic management, and technology of potential significance for the twenty-first century, the Commission is pleased to recommend its approval.

Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers

Introduction¹

Commission responsibilities and authority regarding new campuses and centers

Section 66904 of the California Education Code expresses the intent of the Legislature that the sites for new institutions or branches of public postsecondary education will not be authorized or acquired unless recommended by the Commission

It is the intent of the Legislature that sites for new institutions or branches of the University of California and the California State University, and the classes of off-campus centers as the Commission shall determine, shall not be authorized or acquired unless recommended by the Commission

It is further the intent of the Legislature that California community colleges shall not receive State funds for acquisition of sites or construction of new institutions, branches or off-campus centers unless recommended by the Commission. Acquisition or construction of non-State-funded community colleges, branches and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the Commission

Evolution and purpose of the guidelines

In order to carry out its given responsibilities in this area, the Commission adopted policies relating to the review of new campuses and centers in April 1975 and revised those policies in Sep-

tember 1978 and September 1982. Both the 1975 document and the two revisions outlined the Commission's basic assumptions under which the guidelines and procedures were developed and then specified the proposals subject to Commission review, the criteria for reviewing proposals, the schedule to be followed by the segments when submitting proposals, and the contents of the required "needs studies."

In 1990, the Commission approved a substantive revision of what by then was called *Guidelines for Review of Proposed Campuses and Off-Campus Centers*. Through that revision, the Commission sought to incorporate a statewide planning agenda into the quasi-regulatory function the guidelines have always represented, and the result was a greater systemwide attention to statewide perspectives than had previously been in evidence. These new guidelines called for a statewide plan from each of the systems, then a "Letter of Intent" that identified a system's plans to create one or more new institutions, and finally, a formal needs study for the proposed new institution that would provide certain prescribed data elements and satisfy specific criteria. At each stage of this process, the Commission would be able to comment either positively or negatively, thereby ensuring that planning for a new campus or center would not proceed to a point where it could not be reversed should the evidence indicate the necessity for a reversal.

This three-stage review concept statewide plan, preliminary review, then final review appears to be fundamentally sound, but some clarifications of the 1990 document have nevertheless become essential, for several reasons:

- ♦ In those *Guidelines*, the Commission stated only briefly its requirements for a statewide plan and for letters of intent. These requirements warrant greater clarification,

¹ Adapted from California Postsecondary Education Commission CPEC Report 92-18, August 1992

particularly regarding the need for intersystem cooperation, to assist the systems and community college districts in the development of proposals

- ♦ The 1990 *Guidelines* assumed that a single set of procedures could be applied to all three public systems. In practice, this assumption was overly optimistic, and this 1992 revision more specifically recognizes the major functional differences among the three systems
- ♦ The procedures for developing enrollment projections need to be altered to account for the curtailment of activities created by the severe staffing reductions at the Demographic Research Unit of the Department of Finance, which have eliminated its ability to make special projections for community college districts and reduced its capacity to project graduate enrollments
- ♦ The unprecedented number of proposals emanating from the community colleges, as well as the staff reductions experienced by the Commission, require a streamlining of the approval process. Consequently, certain timelines have been shortened, and all have been clarified as to the duration of review at each stage of the process
- ♦ Over the years, the distinctions among several terms, such as college, "center," and "institution," have become unclear

By 1992, experience with the 1990 procedures suggested that they needed revision in order to overcome these problems and accommodate the changed planning environment in California, particularly related to California's diminished financial resources and growing college-age population

Policy assumptions used in developing these guidelines

The following six policy assumptions are central to the development of the procedures and criteria that the Commission uses in reviewing proposals for new campuses and off-campus centers

- 1 It is State policy that each resident of California who has the capacity and motivation to benefit from higher education will have the opportunity to enroll in an institution of higher education. The California Community Colleges shall continue to be accessible to all persons at least 18 years of age who can benefit from the instruction offered, regardless of district boundaries. The California State University and the University of California shall continue to be accessible to first-time freshmen among the pool of students eligible according to Master Plan eligibility guidelines. Master Plan guidelines on undergraduate admission priorities will continue to be (1) continuing undergraduates in good standing, (2) California residents who are successful transfers from California public community colleges, (3) California residents entering at the freshman or sophomore level, and (4) residents of other states or foreign countries
- 2 The differentiation of function among the systems with regard to institutional mission shall continue to be as defined by the State's Master Plan for Higher Education
- 3 The University of California plans and develops its campuses and off-campus centers on the basis of statewide need
- 4 The California State University plans and develops its campuses and off-campus centers on the basis of statewide needs and special regional considerations

- 5 The California Community Colleges plan and develop their campuses and off-campus centers on the basis of local needs
- 6 Planned enrollment capacities are established for and observed by all campuses of public postsecondary education. These capacities are determined on the basis of statewide and institutional economies, community and campus environment, physical limitations on campus size, program requirements and student enrollment levels, and internal organization. Planned enrollment capacities are established by the governing boards of community college districts (and reviewed by the Board of Governors of the California Community Colleges), the Trustees of the California State University, and the Regents of the University of California.

Definitions

For the purposes of these guidelines, the following definitions shall apply:

Outreach Operation (all systems) An outreach operation is an enterprise, operated away from a community college or university campus, in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 full-time-equivalent students (FTES) at a single location.

Educational Center (California Community Colleges) An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

Educational Center (The California State University) An educational center is an off-campus enterprise owned or leased by the Trustees and administered by a parent State University campus. The center must offer courses and programs only at the upper division and graduate levels, enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president), and offer certificates or degrees to be conferred by the parent institution. Educational facilities operated in other states and the District of Columbia shall not be regarded as educational centers for the purposes of these guidelines, unless State capital outlay funding is used for construction, renovation, or equipment.

Educational Center (University of California) An educational center is an off-campus enterprise owned or leased by the Regents and administered by a parent University campus. The center must offer courses and programs only at the upper division and graduate levels, enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration typically headed by a dean or director, but not by a chancellor, and offer certificates or degrees to be conferred by the parent institution. Organized Research Units (ORUs) and the Northern and Southern Regional Library Facilities shall not be regarded as educational centers. Educational facilities operated in other states and the District of Columbia shall not be regarded as educational centers unless State capital outlay funding is used for construction, renovation, or equipment.

College (California Community Colleges) A full-service, separately accredited, degree and certificate granting institution offering a full complement of lower-division programs and services, usually at a single campus location owned by the district, colleges enroll a minimum of 1,000 full-time-equivalent students. A college will have its own administration and be headed by a president or a chancellor.

University Campus (University of California and The California State University) A separately accredited, degree-granting institution offering programs at the lower division, upper division, and graduate levels, usually at a single campus location owned by the Regents or the Trustees, university campuses enroll a minimum of 1,000 full-time-equivalent students. A university campus will have its own administration and be headed by a president or chancellor.

Institution (all three systems) As used in these guidelines, "institution" refers to an educational center, a college, or a university campus, but not to an outreach operation.

Projects subject to Commission review

New institutions (educational centers, campuses, and colleges) are subject to review, while outreach operations are not. The Commission may, however, review and comment on other projects consistent with its overall State planning and coordination role.

Stages in the review process

Three stages of systemwide responsibility are involved in the process by which the Commission reviews proposals for new institutions: (1) the formulation of a long-range plan by each of the three public systems, (2) the submission of a "Letter of Intent to Expand" by the systemwide governing board, and (3) the submission of a "Needs Study" by the systemwide governing board. Each of these stages is discussed below.

1. *The systemwide long-range plan*

Plans for new institutions should be made by the Regents, the Trustees, and the Board of Governors only after the adoption of a systemwide plan that addresses total statewide long-range growth needs, including the capacity of existing institutions to accommodate those needs. Each

governing board should submit its statewide plan to the Commission for review and comment (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) before proceeding with plans for the acquisition or construction of new institutions. Each system must update its systemwide long-range plan every five years and submit it to the Commission for review and comment.

Each systemwide long-range plan should include the following elements:

- ♦ For all three public systems, a 15-year undergraduate enrollment projection for the system, presented in terms of both headcount and full-time-equivalent students (FTES). Such projections shall include a full explanation of all assumptions underlying them, consider the annual projections developed by the Demographic Research Unit of the Department of Finance, and explain any significant departures from those projections.
- ♦ For the University of California and the California State University, a systemwide 15-year graduate enrollment projection presented with a full explanation of all assumptions underlying the projection.
- ♦ Each of the three public systems should provide evidence within the long-range plan of cooperative planning with California's other public systems, such as documentation of official contacts, meetings, correspondence, or other efforts to integrate its own planning with the planning efforts of the other public systems and with any independent colleges and universities in the area. The physical capacities of existing independent colleges and universities should be considered. If disagreements exist among the systems regarding such matters as enrollment projections or the scope, location, construction, or conversion of new facilities, the

long-range plan should clearly state the nature of those disagreements

- ♦ For all three public systems, the physical and planned enrollment capacity of each institution within the system. Physical capacity shall be determined by analyzing existing capacity space plus funded capacity projects. Planned enrollment capacity shall be the ultimate enrollment capacity of the institution as determined by the respective governing board of the system — Regents, Trustees, or Board of Governors
- ♦ For all three public systems, a development plan that includes the approximate opening dates (within a range of plus or minus two years) of all new institutions — educational centers, community colleges, and university campuses, the approximate capacity of those institutions at opening and after five and ten years of operation, the geographic area in which each institution is to be located (region of the State for the University of California, county or city for the California State University, and district for community colleges), and whether a center is proposed to be converted into a community college or university campus within the 15-year period specified
- ♦ A projection of the capital outlay cost (excluding bond interest) of any new institutions proposed to be built within the 15-year period specified, arrayed by capacity at various stages over the fifteen-year period (e.g. opening enrollment of 2,000 FTES, 5,000 FTES five years later, etc.), together with a statement of the assumptions used to develop the cost projection
- ♦ A projection of the ongoing capital outlay cost (excluding bond interest) of existing institutions, arrayed by the cost of new space to accommodate enrollment growth, and the cost to renovate existing buildings and infrastructure, together with a statement of the assumptions used to develop the cost pro-

jection, and with maintenance costs included only if the type of maintenance involved is normally part of a system's capital outlay budget

2 The "Letter of Intent to Expand"

New university campuses No less than five years prior to the time it expects its first capital outlay appropriation, the Regents or the Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ A preliminary ten-year enrollment projection for the new university campus (from the campus's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage
- ♦ The geographic location of the new university campus (region of the State for the University of California and county or city for the California State University)
- ♦ If the statewide plan envisions the construction or acquisition of more than one new institution, the reason for prioritizing the proposed university campus ahead of other new institutions should be specified
- ♦ A time schedule for development of the new university campus, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages
- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation

- ♦ A copy of the resolution by the governing board authorizing the new university campus
- ♦ Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, and road and highway configurations

Conversion by the University of California or the California State University of an existing educational center to a university campus No less than three years prior to the time it expects to enroll lower division students for the first time, the Regents or the Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ The complete enrollment history (headcount and full-time-equivalent students) or the previous ten years history (whichever is less) of the educational center. A preliminary ten-year enrollment projection for the new university campus (from the campus's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage
- ♦ If the statewide plan envisions the construction or acquisition of other new institution(s), the reason for prioritizing the proposed university campus ahead of other new institutions should be specified
- ♦ A time schedule for converting the educational center and for developing the new university campus, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages

- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation for the new university campus
- ♦ A copy of the resolution by the governing board authorizing conversion of the educational center to a university campus
- ♦ Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, and road and highway configurations

New educational centers of the University of California and the California State University No less than two years prior to the time it expects its first capital outlay appropriation, the Regents or the Trustees should submit to the Commission with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ A preliminary five-year enrollment projection for the new educational center (from the center's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage
- ♦ The location of the new educational center in terms as specific as possible. An area not exceeding a few square miles in size should be identified
- ♦ If the statewide plan envisions the construction or acquisition of more than one new institution, the reasons for prioritizing the proposed educational center ahead of other new institutions should be specified
- ♦ A time schedule for development of the new educational center, including preliminary

dates and enrollment levels at the opening, final buildout, and intermediate stages

- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation
- ♦ A copy of the resolution by the governing board authorizing the new educational center
- ♦ Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, and road and highway configurations

New California Community Colleges No less than 36 months prior to the time it expects its first capital outlay appropriation, the Board of Governors of the California Community Colleges should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ A preliminary ten-year enrollment projection for the new college (from the college's opening date), developed by the district and/or the Chancellor's Office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The Chancellor's Office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage
- ♦ The location of the new college in terms as specific as possible, usually not exceeding a few square miles
- ♦ A copy of the district's most recent five-year capital construction plan
- ♦ If the statewide plan envisions the construction or acquisition of more than one new institution within the 15-year term of the plan, the plan should prioritize the proposed new

colleges in terms of three five-year intervals (near term, mid term, and long term). Priorities within each of the five-year periods of time shall be established through the Board of Governors five-year capital outlay planning process required by Supplemental Language to the 1989 Budget Act

- ♦ A time schedule for development of the new college, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages
- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation
- ♦ A copy of the resolution by the local governing board authorizing the new college
- ♦ Maps of the area in which the proposed new college is to be located, indicating population densities, topography, and road and highway configurations

New California Community College educational centers No less than 18 months prior to the time it expects its first capital outlay appropriation, the Board of Governors of the California Community Colleges should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ A preliminary five-year enrollment projection for the new educational center (from the center's opening date), developed by the district and/or the Chancellor's Office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The Chancellor's Office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage

- ♦ The location of the new educational center in terms as specific as possible, usually not exceeding a few square miles
- ♦ A copy of the district's most recent five-year capital construction plan
- ♦ If the statewide plan envisions the construction or acquisition of more than one new institution within the 15-year term of the plan, the plan should prioritize the proposed new centers in terms of three five-year intervals (near term, mid term, and long term). Priorities within each of the five-year periods of time shall be established through the Board of Governors five-year capital outlay planning process required by Supplemental Language to the 1989 Budget Act
- ♦ A time schedule for development of the new educational center, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages
- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation
- ♦ A copy of the resolution by the local governing board authorizing the new educational center
- ♦ Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, and road and highway configurations

3 *Commission response to the "Letter of Intent to Expand"*

Once the "Letter of Intent to Expand" is received, Commission staff will review the enrollment projections and other data and information that serve as the basis for the proposed new institution. If the plans appear to be reasonable, the Commission's executive director will advise the systemwide chief executive officer to move forward with site acquisition or further development plans. The Executive Director may in

this process raise concerns about defects in the Letter of Intent to Expand that need to be addressed in the planning process. If the Executive Director is unable to advise the chief executive officer to move forward with the expansion plan, he or she shall so state to the chief executive officer prior to notifying the Department of Finance and the Legislature of the basis for the negative recommendation. The Executive Director shall respond to the chief executive officer, in writing, no later than 60 days following submission of the Letter of Intent to Expand to the Commission.

4 *Development of the "needs study"*

Following the Executive Director's preliminary recommendation to move forward, the systemwide central offices shall proceed with the final process of identifying potential sites for the new institution. If property for the new institution is already owned by the system, alternative sites must be identified and considered in the manner required by the California Environmental Quality Act. So as to avoid redundancy in the preparation of information, all materials germane to the environmental impact report process shall be made available to the Commission at the same time that they are made available to the designated responsible agencies. Upon approval of the environmental impact report by the lead agency, the systemwide central office shall forward the final environmental impact report for the site as well as the final needs study for the new institution to the Commission. The needs study must respond fully to each of the criteria outlined below, which collectively will constitute the basis on which the proposal for the new institution will be evaluated. The needs study shall be complete only upon receipt of the environmental impact report, the academic master plan, the special enrollment projection approved by the Demographic Research Unit, and complete responses to each of the criteria listed below.

5 Commission action

Once the Commission has received the completed needs study, the Executive Director shall certify the completeness of that Needs Study to the systemwide chief executive officer. The Commission shall take final action on any proposal for a new institution according to the following schedule:

New university campus

University of California One Year
The California State University One Year

New college

California Community Colleges Six Months

New Educational Center

University of California Six Months
The California State University Six Months
California Community Colleges Four Months

Once the Commission has taken action on the proposal, the Executive Director will notify the appropriate legislative committee chairs, the Department of Finance, and the Office of the Legislative Analyst.

Criteria for evaluating proposals

As stated in Sections 66903[2a] and 66903[5] of the Education Code, the Commission's responsibility is to determine "the need for and location of new institutions and campuses of public higher education." The criteria below follow that categorization.

Criteria related to need

1 Enrollment projections

1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections

for each of the first five years of operation (from the center's opening date), must be provided. For a proposed new college or university campus, enrollment projections for each of the first ten years of operation (from the college's or campus's opening date) must be provided. When an existing educational center is proposed to be converted to a new college or university campus, the center's previous enrollment history, or the previous ten year's history (whichever is less) must also be provided.

As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections. Community College projections shall be developed pursuant to the Unit's instructions.

Undergraduate enrollment projections for new institutions of the University of California and the California State University shall be presented in terms of headcount and full-time-equivalent students (FTES). Lower-division enrollment projections for new institutions of the California Community Colleges shall be presented in terms of headcount students. Weekly Student Contact Hours (WSCH), and WSCH per headcount student.

Graduate and professional student enrollment projections shall be prepared by the systemwide central office proposing the new institution. In preparing these projections, the specific methodology and/or rationale generating the projections, an analysis of supply and demand for graduate education, and the need for new graduate and professional degrees, must be provided.

1.2 For a new University of California campus, statewide enrollment projected for the Univer-

University should exceed the planned enrollment capacity of existing University campuses and educational centers as defined in the systemwide long-range plan developed by the Regents pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new university campus must be demonstrated. In order for compelling statewide needs to be established, the University must demonstrate why these needs deserve priority attention over competing systemwide needs for both support and capital outlay funding.

1.3 For a new University of California educational center, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers as defined in the systemwide long-range plan developed by the Regents pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new educational center must be demonstrated. In order for compelling statewide needs to be established, the University must demonstrate why these needs deserve priority attention over competing needs in other sectors of the University for both support and capital outlay funding.

1.4 For a new California State University campus, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated. In order for compelling regional needs to be demonstrated, the system must specify why these regional

needs deserve priority attention over competing needs in other sectors of the State University system for both support and capital outlay funding.

1.5 For a new California State University educational center, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the State University system, compelling statewide or regional needs for the establishment of the new educational center must be demonstrated. In order for compelling statewide or regional needs to be established, the State University must demonstrate why these needs deserve priority attention over competing needs in other sectors of the University for both support and capital outlay funding.

1.6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers, compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.

2 Programmatic alternatives

2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a university campus or community college, (2) the expansion of existing institu-

tions, (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months, 4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions, (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction, and (6) private fund raising or donations of land or facilities for the proposed new institution

3 Serving the disadvantaged

3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups

4 Academic planning and program justification

4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff for the new institution, must be provided

5 Consideration of needed funding

5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided

Criteria related to location

6 Consideration of alternative sites

6.1 A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it con-

tains a comprehensive analysis of the advantages and disadvantages of alternative sites

7 Geographic and physical accessibility

7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included

7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area must be demonstrated

8 Environmental and social impact

8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public

9 Effects on other institutions

9.1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals

9.2 The establishment of a new University of California or California State University campus or educational center must take into consideration the impact of a new facility on existing and

projected enrollments in the neighboring institutions of its own and of other systems

9 3 The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new college or in adjacent districts to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs

Other considerations

10 Economic efficiency

10 1 Since it is in the best interests of the State to encourage maximum economy of operation,

priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied

10 2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort

Board of Governors
California Community Colleges
January 12, 1995

PROPOSED PALOMAR COLLEGE ESCONDIDO CENTER

10

FIRST READING

ACTION PENDING, MARCH 1995 BOARD MEETING

*Presentation Joseph Newmyer, Vice Chancellor
Fiscal Policy*

Issue

This item presents an analysis of a proposal by the Palomar Community College District to have its instructional operation in Escondido be fully sanctioned as an official education center

Background

Recognizing that residents of Escondido were substantially underserved, due in part to having access to the San Marcos campus limited by transportation constraints, the district governing board began master-planning efforts in the 1980s that culminated in the approval, in July of 1989, of a long-term lease of a site to be developed into what is, in effect, an educational center

In February 1994, representatives of the Chancellor's Office and the California Postsecondary Education Commission met with representatives of Palomar College in Escondido to discuss the requirements for official center status for the Escondido-based instructional operation. That visit was followed by a second meeting in June 1994. This second visit included a discussion with the Palomar Community College District board of trustees. In August 1994, the Chancellor's Office was informed that, in light of diminishing capital outlay funding at the state level and in keeping with the recommendations of the Commission on Innovation, Palomar College was re-examining various alternatives throughout the district. In October 1994, the district formally proposed that the five-year old Escondido Center be granted official center status. No state funds have been expended during its operation, and no state funds were requested for the recent purchase of the property.

Analysis

The Palomar Community College District currently operates a very compact *de facto* education center in Escondido, situated on 6.78 acres. This unofficial center is a master-planned effort to provide educational services to the previously underserved Escondido community, including its large Hispanic population. The Escondido center is very forward looking in its design and operation, incorporating many of the proposals of the Board of Governors' Commission on Innovation (as published in the report, *Choosing the Future: An Action Agenda for Community Colleges*). Rather than presenting speculative enrollment projections, the district has presented several years of real enrollment figures, demonstrating that it easily meets the key 500 average daily attendance requirement for official status, and placing it in the upper-ranges in size comparisons with other education centers in the state.

Strong local support has been voiced by business and community leaders who have cited the benefits of training and retraining opportunities for workers and their families. Similarly, strong support has also been expressed by the K-12, secondary, and postsecondary institutions in the area.

Implications

This proposal is in accordance with the Board's commitment to provide access to community college education. Alternative means of providing the necessary services are not viable.

This item supports the following initiative from *The Basic Agenda: Policy Directions and Priorities for the Nineties*:

- Seek more cost-effective ways to deliver the services of community colleges.

This proposal is in keeping with several of the recommendations of the Commission on Innovation, particularly those related to making do with less.

Conclusion

Policy Issue

Should the Board of Governors approve a proposal by the Palomar Community College District to have its instructional operation in Escondido be fully sanctioned as an official education center?

Major Options

- 1 Increased utilization and/or expand the existing Palomar College campus
 - Pro* This would minimize the need for a center in the Escondido area if coupled with a workable strategy to reduce the commute time for disadvantaged nonparticipating students
 - Con* Access from the Escondido area to Palomar College, the primary campus in the district, has long been severely limited by transportation constraints and parking limitations. In addition, the *Long-Range Capital Outlay Growth Plan* of the Board of Governors has maintained that two new centers are needed, one in the south and one in the north
- 2 Utilize local high school and church facilities
 - Pro* This would minimize the need for space at a central location in Escondido
 - Con* In the mid 1980's Palomar College day classes were largely limited in Escondido to classes in English as a second language and Spanish conversation, taught in leased church facilities. Later, other classes were offered at local high schools. These limited facilities were insufficient to meet the growing student demand. It was the inadequacy of these alternative locations that led to the search for and selection of the present site
- 3 Use nontraditional modes of instructional delivery
 - Pro* The use of technology-based instructional delivery strategies and administrative services are an integral part of current programs at Palomar College and Escondido Center. (The existing unofficial center is already nontraditional given its comparatively small size [6.78 acres] and low operating costs.)
 - Con* There are financial and other practical limitations to this option being considered as an either/or alternative to the establishment of an educational center. There is still a need for traditional hands-on laboratories and other classes and sections that require direct student/teacher contact particularly for previously underserved communities. Additionally, support services such as counseling must continue to be available

4 *Brief – Item 10*

4 Grant official status to the Escondido Center operation

Pro The present site is conducive to establishing and maintaining a favorable educational environment, and is easily accessible. It was recently purchased with district funds at a very reasonable cost. Finally, the center provides access for a previously underserved minority population.

Official sanction of the Escondido Center would make it eligible for on-going maintenance. At the same time, there would be no capital outlay commitments for the construction of an infrastructure for the provision of educational services. The location of the education center in a shopping mall has yielded substantial operational and facility savings.

Official approval of the Escondido Center would be illustrative of the Board of Governors' support for the philosophical guidelines and recommended strategies of the Commission on Innovation, many of which are being implemented in the Escondido Center.

The Escondido Center compares favorably with other education centers that have previously received approval.

Con While no state funds are being requested for the proposed purchase of the property, as a state-recognized center, the facility would be eligible for deferred maintenance and maintenance and operations funds. At present, the district is responsible for all such costs. Although maintenance costs are currently low, as the facility becomes older such costs will increase.

Staff Recommendation

Option 4 is considered to be the most feasible alternative to effectively and equitably provide services and comprehensive educational programs to the residents of the Escondido area. Option 4 is the most cost effective alternative when considering that the district has assumed full responsibility for acquisition cost and that the other options would require higher capital costs of expanded facilities and technological equipment on the main Palomar College campus.

Proposed Official Center Status for the Palomar College Escondido Center

Background

In the mid 1980s it became apparent that the Palomar Community College District needed to better serve the major population centers that had developed in Escondido, along the Interstate 15 corridor, and in the rapidly growing areas east of the I-15 corridor. Palomar College day classes were largely limited in Escondido to classes in English as a second language and Spanish conversation, taught in leased church facilities. While these classes were specially designed to benefit the large Escondido Hispanic population and to teach Spanish to the overall community, there was little consistent success in finding offerings in other disciplines. Evening classes were offered at local high schools to the extent allowed by the high school district, but were insufficient in number to meet the student demand, were essentially limited to lecture classes, and lacked space for support staff and student services functions. Access to the San Marcos campus from these areas was effectively limited to Highway 78—a route subject to demand far exceeding capacity. The result was that the percentage of adult Escondido residents who were Palomar students was substantially lower than for the total district.

A task force was appointed to recommend possible locations that would be conducive to establishing a favorable educational environment, easily accessible, and available at a reasonable cost. The site selected is located in a mini-mall at the intersection of Midway Drive and East Valley Parkway (main north-south and east-west surface streets). It is close to the civic center and has easy access to bus service (see Appendix A).

In July 1989, the district governing board approved a long-term lease for the largest building in the mall (see Appendix B). This building has been fully remodeled according to plans approved by the Division of the State Architect (DSA) to meet earthquake standards (see Appendix C). Facilities at this location are presently sufficient to enable day and evening students to meet associate degree and transfer general education requirements, and to complete some vocational certificate programs exclusively at the Escondido Center. District owned and operated parking for 702 vehicles is adequate for the foreseeable future as noted in Appendix D.

Rather than presenting speculative enrollment projections, the district has presented several years of real enrollment figures demonstrating that it easily meets the key 500 average daily attendance requirement for official status, and placing it in the upper-ranges in size comparisons with other education centers in the state.

Approval of official status for the Escondido Center would make it eligible for on-going maintenance funding. No costs, other than those for maintenance, are antici-

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pated as it would not be necessary to construct the infrastructure for the center. This measure is exemplary of the Board's goal to seek more cost-effective ways to deliver the services of community colleges at a time when there are more limited state funding resources available for developing new sites or alternative means of service delivery. There is strong community support for this center. There is also strong support from neighboring secondary and postsecondary institutions.

Analysis

Regional and Community Characteristics

The Palomar Community College District was established in 1945 by the voters of Escondido, Fallbrook, and Vista in the northern regions of San Diego County. What began as a community college serving three nearby communities has expanded so that the district now comprises approximately 2,500 square miles and an estimated population of 580,000. The Palomar Community College District stretches from Rancho Penasquitos in the south, to Orange and Riverside Counties in the north, and to Imperial County in the east (see Appendix E). Also included in the district are six Indian reservations. The area has a large and growing Hispanic population as well.

The Escondido Center provides educational services to the population centers that had developed in Escondido, along the Interstate 15 corridor, and in the rapidly growing areas east of the I-15 corridor (see Appendix F). Access to the San Marcos campus from the Escondido area is effectively limited to the over-capacity Highway 78, with its frequent traffic jams and attendant delays.

Enrollment Projections and Demographics

Studies have demonstrated that student participation rates in community college programs are highly negatively correlated with the time and distance students must travel in order to attend classes and receive related support services. This is especially true for minorities and the economically disadvantaged. It was clearly the case in Escondido and, along with the general concern that the San Marcos campus was rapidly reaching full utilization, was a major factor contributing to the district's decision to establish a center in that community.

In fall 1988, prior to the establishment of the Escondido Center, the participation rate for the city of San Marcos, where the main campus is located, was 6.3 percent. This figure is 50 percent higher than the 4.2 percent participation rate from residents of Escondido. Appendix G shows the enrollment trends of students with Escondido zip codes. From 1988 to 1989 this discrepancy grew, with Escondido enrollment increasing by less than one percent while enrollment for the remainder of the district increased by 4.2 percent. In marked contrast, fall 1990 was the first fall enrollment period after the opening of the Escondido Center. Enrollment from Escondido increased by 17 percent over the prior year, validating the expectation that the

participation rate would substantially improve. Enrollment from the remainder of the district increased by seven percent—still a healthy increase, validating the concern that the San Marcos campus would soon reach its maximum capacity, but clearly much less of an increase than in Escondido.

The enrollment patterns of Escondido residents clearly illustrate the benefits of proximity. First, the proportion of Escondido students attending at other sites decreased significantly after the Center's opening in 1990—with attendance at the full-service San Marcos campus declining by nearly 20 percent. Additionally, the percentage of students from Escondido taking both day and evening classes increased with the opening of the center. Finally, in fall 1993, the district experienced a decline in enrollment, as did most California community colleges, due to increases in college fees. However, the decline from the Escondido area was only about half of that from the rest of the district.

Appendix H traces all of Palomar's instructional staffing and student enrollment from 1985-1993, notes the commencement of classes at the Escondido Center in 1989-90, and projects the same through the year 2000. This forecast was based upon the Chancellor's Office projection of total district WSCH growth, and shows the center growing a little more than twice as fast as the rest of the district.

It is also important to note in reviewing Appendices G and H that the proportion of Hispanic students from Escondido dramatically increased from 12 percent in 1989 (just prior to the opening of the center) to 18 percent—a 50 percent increase. The proportion of Asian/Pacific Islander students also increased substantially from 3.4 percent in 1989 to 5.3 percent in 1993. The district is achieving its goal of improving service to underrepresented minority populations. Another section of this analysis includes evidence of support for the request for official status for the Escondido Center. Almost universally, those who wrote letters of support expressed thanks for these large percentage increases in minority enrollments (Appendix I provides a sampling of the many expressions of support).

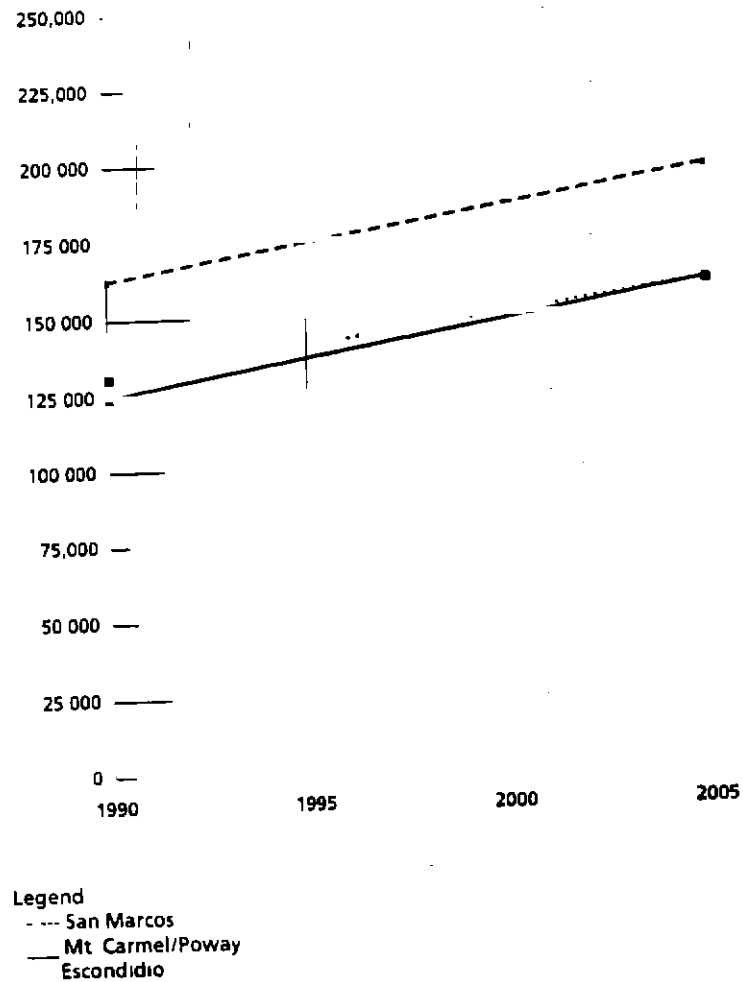
North San Diego County has experienced rapid population growth and this growth is projected to continue over the next 15 years. The Palomar Community College District as a whole is projected to grow 86 percent by the year 2010 from 1986 levels. The two exhibits that follow are intended to clarify that growth (SANDAG Series 7 Forecast).

Exhibit 1 displays the population growth from 1990 to 2005 for the three most significant service areas of the district. The main San Marcos campus in 1990 served a surrounding area of 162,500. Population in this area is projected to grow to 197,000 by 2005, a 21 percent increase. The population of the other two major service areas, Escondido and Mt. Carmel/Poway, show an almost identical growth pattern starting from nearly the same bases in 1986. Escondido had a 1990 population of 131,000 (134,000 in 1994) while the Mt. Carmel/Poway area 1990 population was 125,000. Both are expected to grow to 160,000 by 2005.

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EXHIBIT 1

Palomar Community College District Population by Service Area 1990-2005

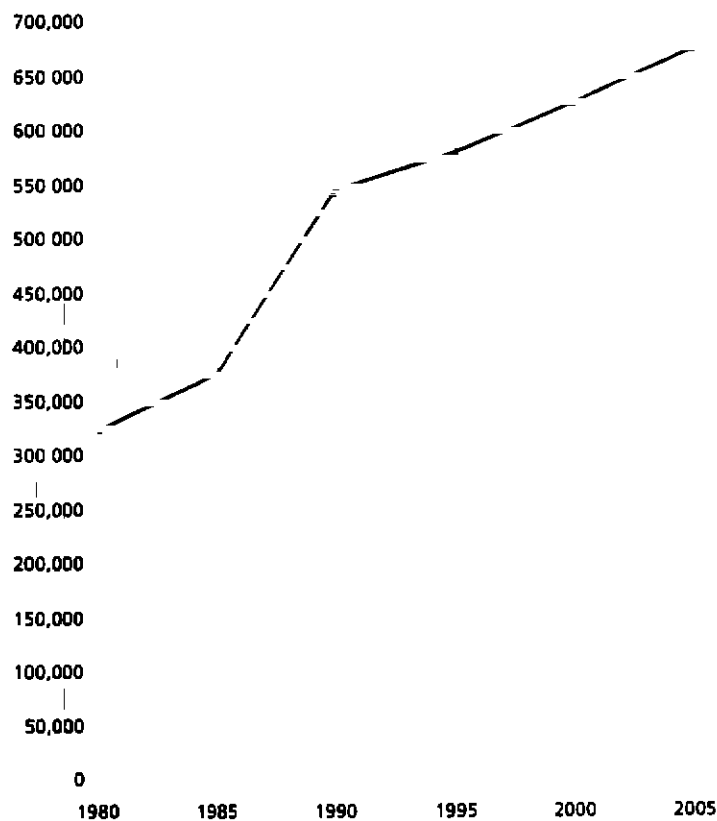


Proposed Palomar College Escondido Center

Exhibit 2 displays the history and projection of the district total population from 1980 to 2005 in five-year increments. Population will grow from a 1990 census total of 546,172 to a 2005 forecast total of 675,124. This is an increase of 128,952 people and represents a 23 percent increase over the 1990 population. If participation rates remain constant and enrollment growth is not constrained, the total enrollment of the college will also increase by 23 percent over this fifteen year period. (Participation rates have been held down artificially because the college manages its enrollment growth so as to stay within the funding cap imposed by the State.)

EXHIBIT 2

**Palomar Community College District
Total District Population
1980-2005**



Proposed Palomar College Escondido Center

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Community Support and Effects on Nearby Secondary and Postsecondary Institutions

The Commission on Innovation report stressed the opportunities and responsibilities for a local college to provide both leadership and supportive roles in the community. In Escondido, these roles take many forms. Community services seminars are non-credit, short-term, student-supported classes that provide life-long learning opportunities to the community. Beginning in fall 1994, a portion of a small corporate training lab that houses AutoCad and Unix instruction will be devoted to Community services computer seminars on both Macintosh and DOS platforms.

The Palomar Community College District is an integral part of the communities it serves. The college contributes to the local economy both by preparing students to enter the labor force and by the \$60 million impact of its roles of employer, consumer, investor, landowner and builder. Palomar College offers more than 100 degree and certificate programs (see Appendix J), many of which provide supervised field experience at over 100 local area businesses and public service agencies. Approximately 250 San Diego County employers participate in Palomar's Cooperative Education Program and more than 250 representatives of area businesses serve on advisory committees for college vocational and business education programs. The Escondido center occupies a significant and continuing role in all of these undertakings.

The Escondido Center has received support from all of the neighboring educational institutions. No areas of adverse impact have been raised. In fact, California State University, San Marcos has accepted only upper division juniors and seniors since its inception in 1989. The Escondido Center has, in turn, played a crucial role in enabling students to meet their lower division requirements at a location close to their homes and places of employment.

The California Postsecondary Education Commission (CPEC) guidelines recommend that, as part of the application process, evidences of community support be submitted. In this instance, however, statements of support are based on five years of actual performance rather than upon anticipation. The laudatory letters (presented in Appendix I) from supporting colleagues and friends in government, education, politics, private industry and the public at large verify the Escondido Center's prominent role in the community. The center has received special commendation for the services and opportunities it provides to Escondido's large Spanish-speaking population, and for the economically disadvantaged residents of the region, and these are especially reflected in the letters of support.

Programs and Services

The Escondido Center offers morning, afternoon, evening and weekend instruction. In addition, while many colleges have classrooms that are assigned to particular divisions and/or departments, the philosophy as the Escondido Center was being developed was to have a facility with spacious classrooms allowing for room utilization to

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meet student needs and not have rooms assigned to specific departments. A total of 14,827 lecture WSCH was generated in Escondido Center lecture space during spring 1993. This was an 88 percent increase over spring 1992. No additional classroom space was added. In 1993-94, the Escondido operation generated 1,347 full-time equivalent students, placing it among the most productive centers in California's community college system.

The Escondido Center is an active and developing proponent of the utilization of technological vehicles for instruction and support services. Class registration is conducted by telephone and computer link. Distance learning is provided by telecourses, viewed at home by students who either view the lessons on cable television, or on videotapes checked out at the center library. Students enrolled in telecourse also attend seminars that are scheduled on Saturdays or weeknights. The Escondido Center also has satellite downlink capabilities with the signal being carried into rooms available for teleconferencing.

Computers are also utilized for on-site instruction. A new academic skills computer lab was established using federal Title III monies. The lab is a general academic skills lab, providing services to students in English as a second language, English composition, reading and mathematics. Also, the academic skills lab is linked by modem and electronic bulletin board to a small lab of six computers at the Pauma Indian reservation, allowing for a pilot distance learning program. In addition to two general purpose computer labs, the Escondido Center also features a small corporate training lab that houses AutoCad and Unix instruction. Beginning in fall 1994, a portion of the facility will be devoted to Community services computer seminars on both Macintosh and DOS platforms. Finally, a computer station used as a dedicated terminal allows students and faculty to search the holdings of the nearby Escondido Public Library through an online public access catalog.

When the Escondido Center first opened, admissions, records, and registration services were provided by one contract and several hourly employees. Counseling services were offered only sporadically. Other services, such as EOPS, financial aid, tutoring, and job placement were scheduled once or twice a week, covering day and evening students. Health Services had an office, but the services were limited as were the hours of operation. Many students still had to travel to the San Marcos campus for services or did without.

Current student services are significantly improved, making it easier for students to succeed. The office is conveniently staffed and is open when the Escondido Center is open. Assessment and orientation are conducted on a regular basis prior to each session of instruction. A phone-in registration system has been implemented, providing easier access. Two counseling staff members are permanently located at the center, providing appropriate availability and continuity of service. DSPS provides services to students with disabilities. Placement services are offered part-time on a weekly schedule. Tutoring is available on a drop-in basis four days a week.

Proposed Palomar College Escondido Center

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Goals for further improvement of student services have also been defined. Implementation of an Information Systems Plan for Student Services will increase the provision of automated routine procedures, allowing for maximization of all services to students. Emerging needs for student services information will be identified and analyzed in relation to available resources. An additional goal is to implement a Student Services Staffing Plan in conformance with the Palomar College Faculty and Staff Diversity Plan, which calls for the hiring of personnel who will maximize staff diversity and cultural pluralism while addressing the programs in Student Services.

Serving the Disadvantaged

The Commission on Innovation's report states that, "A workable pluralism in California requires that all citizens obtain equal access to economic and social opportunities."

One of the great benefits of the establishment of a center in Escondido has been that it has greatly enhanced the ability of the district to deliver educational courses, programs and services to economically, educationally, socially, and physically disadvantaged students living in Escondido and neighboring communities along the Interstate 15 corridor. Residents of these areas, including a substantial minority population, previously had a significantly lower participation rate than did residents of other areas of the district.

As noted above and in Appendix G, the proportion of Hispanic students from Escondido dramatically increased from 12 percent in 1989 (just prior to the opening of the center) to 18 percent in 1993—a 50 percent increase. The proportion of Asian/Pacific Islander students also increased substantially from 3.4 percent in 1989 to 5.3 percent in 1993. The district is achieving its goal of improving service to underrepresented minority populations. Almost universally, those who wrote letters of support (see Appendix I) expressed thanks for these large percentage increases in minority enrollments.

Consideration of Alternative Sites

A task force was appointed to recommend possible locations that would be conducive to establishing a favorable educational environment, easily accessible, and available at a reasonable cost. Alternative sites were rejected because of prohibitive lease rates (including an interim rental site utilized when the district lost the use of facilities at a church), the need for very expensive remodeling to meet Field Act requirements, severely restricted access for students with disabilities, and the financial difficulties of the owner of a potential property.

As noted earlier, the site selected is located in a mini-mall at the intersection of Midway Drive and East Valley Parkway (main north-south and east-west surface streets). It is close to the civic center and has easy access to bus service. The center is housed in a building covering approximately 45,200 square feet that has been fully remodeled according to plans approved by the Division of the State Architect. Parking is now adequate for the foreseeable future. Facilities are now sufficient to

Proposed Palomar College Escondido Center

enable day and evening students to meet associate degree and transfer general education requirements, and to complete some vocational certificate programs exclusively at the Escondido Center

Analysis of Alternative Delivery Systems

Alternative 1 Increased Utilization of expansion of the Existing Campus

Access from the Escondido area to Palomar College, the primary campus in the district, is severely limited by transportation constraints. In addition, the *Long-Range Capital Outlay Growth Plan* of the Board of Governors has maintained that two new centers are needed, one in the south and one in the north.

Alternative 2 Utilization of Local High School and Church Facilities

In the mid 1980s Palomar College day classes were largely limited in Escondido to classes in English as a second language and Spanish conversation, taught in leased church facilities. While these classes were specially designed to benefit the large Escondido Hispanic population and to teach Spanish to the overall community, there was little consistent success in finding offerings in other disciplines. Evening classes were offered at local high schools to the extent allowed by the high school district, but were insufficient in number to meet the student demand, were essentially limited to lecture classes, and lacked space for support staff and student services functions. It was the inadequacy of these alternative locations that led to the search for and selection of the present site.

Alternative 3 Use of Nontraditional Modes of Instructional Delivery

As described above, the use of technology-based instructional delivery strategies and administrative services are an integral part of the Palomar College and Escondido Center programs. There are, however, limitations to this option that keep it from being considered either a practical or a financially stand-alone alternative to the establishment of an educational center.

Rationale for Approving the Proposed Program

Granting official status to the Escondido Center is considered to be the most feasible alternative to effectively and equitably provide full services and comprehensive educational programs to the residents of the Escondido area. The following reasons justify this conclusion:

- The Palomar Community College District task force that selected the site of the Escondido Center was thorough and comprehensive in their analysis of possible locations. The present site is conducive to establishing a favorable educational environment, is easily accessible, and is available at a reason-

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able cost The center provides access for a previously underserved minority population

- Official sanction of the Escondido Center would make it eligible for ongoing maintenance At the same time, there would be no capital outlay commitments for the construction of an infrastructure for the provision of educational services The location of the education center in a shopping mall has yielded substantial savings
- Official approval of the Escondido Center would be illustrative of the Board of Governors' support for the philosophical guidelines and recommended strategies of the Commission on Innovation, many of which are being implemented in the Escondido Center (see below)
- The Escondido Center compares favorably with other education centers that currently have previously received approval (see below)

Economic Efficiency and Proposed Sources of Funding for Needed Resources

The Commission on Innovation report suggests that, in difficult financial times, innovative alternatives to new construction should be pursued, maintaining that more cost-effective facility policies would reduce the need for new facilities, and that any new facilities would cost less if the colleges pursued innovative joint-use strategies

The present site is in a mini-mall, located close to the Escondido Civic Center, with easy access to bus service The center is housed in a building covering approximately 45,200 square feet that has been fully remodeled according to plans approved by the Division of the State Architect Parking is now adequate for the foreseeable future

The Escondido Center has devoted much attention to increasing the efficiency of facility use For example, a total of 14,827 lecture WSCH was generated in Escondido Center lecture space during spring 1993—a remarkable achievement considering the size of the facility

In July 1989, the Palomar District governing board approved a long-term lease for the building, effective from February 1990 through January 2002 An additional 7,104 square feet of space in a separate adjoining building has been leased through June 1997 Lease payments for the next seven years will total \$3,914,000 However, in recognition that the center has met with great success and is now an integral part of the Escondido community, the former owner of the property, USAMEX Real Estate Services, has sold it to the district for \$5,900,000 Obviously, as the following cost benefit analysis shows, considerable savings will occur to both the district and the state over the long term as a consequence of the purchase

Proposed Palomar College Escondido Center

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Long-Term Lease

1994-95 LEASE	\$393,027
<u>CAM Payments</u>	<u>103,000</u>
Total	\$496,027

Lease payment in 7 years = \$3,914,000 (after four percent annual increases)

Purchase

1994-95 Purchase Price	\$5,600,000
<u>Est DSA Improvements</u>	<u>300,000</u>
Total	\$5,900,000

Construction of New Building

45,000 Sq Ft @ \$150.00 per Sq Ft	\$6,750,000
Purchase of raw land (6.78 acres)	3,000,000
<u>Site Development and Parking</u>	<u>2,000,000</u>
Total	\$11,750,000

It is apparent that over time the most economical approach is to purchase the facility. No state funds are being requested for the purchase, but if the center were recognized by the state, the district would be eligible for deferred maintenance and maintenance and operations funds. At present, the district must cover these costs. Although maintenance costs are minimal now, as the building becomes older, costs will increase.

The Palomar Community College District has not asked for state participation in the purchase of the facility. All that is being requested at this time is official center status to permit the district to apply for future state support of any additional expansion or remodeling that may occur and to establish eligibility for state deferred maintenance funds. Costs for construction of a new building(s) and all of the attendant land and infrastructure to serve the same number of students would be more than double the anticipated purchase price. If a 60-acre site was to be considered, the costs could be more than five or six times the purchase price noted above.

The Escondido Center as an Example of the Commission on Innovation's Proposals in Action

The Board of Governors of the California Community Colleges formed the Commission on Innovation (Commission) in November 1991. The Commission was charged with finding ways for California's community colleges to accommodate student growth in an era of scarcity and changing demographics. The following are highlights of the many Commission proposals that are in effect at the Escondido Center:

- "A workable pluralism in California requires that all citizens obtain equal access to economic and social opportunities."

Proposed Palomar College Escondido Center

12 Item 10

The Escondido Center facilitates convenient and inexpensive access for disadvantaged and historically underrepresented groups—particularly serving well the large Hispanic population of the area

- *“Establish the centers at central community locations”*

The Escondido Center, located deep within the city’s older central district, is in close proximity to the new multi-million dollar cultural complex and the business community. This location brings about a natural blend of business, the arts, and postsecondary education to the benefit of all

- *“Encourage joint use planning, policies that reduce the need for new facilities, support innovations”*

The Escondido Center approaches the educational mall concept, with the private sector providing many needed services nearby. Since no “campus” exists, nearby businesses provide many amenities that are now enjoyed by merchants, shoppers, and students—and at no costs to the taxpayer. No state funds have been expended for this five year old proven instructional operation, and no state funds are being requested for the purchase of the property

- *“Technology can improve productivity and effectiveness the community colleges must make more extensive use of available instructional technologies”*

The Escondido Center is an active and developing proponent of the utilization of technological vehicles for instruction and support services

- *“Adopt collaborative planning and management processes at each college to assure continuous improvements in quality and efficiency”*

As the Escondido Center grew and needs became clearer, the staffing increased and/or changed to accommodate student learning in Escondido. There were more changes and shifts in responsibilities and functions than additions to staffing. The district goal is to empower faculty and staff to promote student learning. Escondido Center employees enjoy a sense of “ownership” in the center while maintaining an identity as Palomar College employees. Professional development activities, mentorship programs, working groups, and other activities are provided that allow faculty and staff to develop better ways of getting their work done

- *“Many community colleges are now actively supporting the economic development of their communities by providing employee training or technical assistance to small and large businesses. These activities, if expanded, could enable the colleges to be a major lever for economic revitalization”*

Proposed Palomar College Escondido Center

The Escondido Center includes a small corporate training lab that features computer instruction. The college also provides supervised field experiences for vocational students in local area businesses.

Comparison with Other Existing Centers

For purposes of the CPEC guidelines a community college education center is defined as follows:

An education center is an off-campus enterprise owned or leased by the parent college. The center must enroll a minimum of 500 full-time equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

Similar language is embedded in Title 5, Chapter 11, Section 53827(b), and has generally been applied strictly. It is used as the principle factor in determining whether or not an application for center status is to be moved forward (see Appendix K). In the case of the already existing Escondido Center, there need be no guesswork or the awaiting of future year enrollment projections. The Escondido Center easily meets the 500 ADA requirement.

Since Palomar College is seeking official center status after the fact, so to speak, it is important to know how, after five years of operation, its enrollment compares with others.*

- Enrollment for the unofficial Escondido Center is in the top 25 percent of all centers in the state. Most of those exceeding Escondido are located in the heavily populated San Francisco and San Diego areas and/or concentrate largely on noncredit offerings.
- The Escondido Center enrollment currently ranks in the top 20 percent of the unofficial centers in the state. The Escondido Center would also rank in the top 20 percent if placed in comparison with those centers that have been officially approved by CPEC.

*Source: Telephone survey of official centers, unapproved centers, and grandfathered centers conducted from the Chancellor's Office in August 1994.

Summary and Conclusions

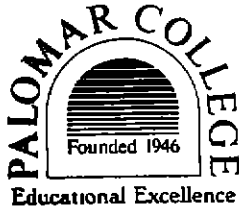
Staff analysis of the Palomar Community College District proposal to have its instructional operations in Escondido be fully sanctioned as an official education center has led to the conclusion that this proposal is justifiable, desirable and timely

- The Escondido Center easily meets the key 500 ADA requirements for official status that is expressed in CPEC guidelines and embedded in Title 5 regulations
- Enrollment at the center, proven after five years of operation, compares favorably with other education centers in the state both officially and unofficially approved
- The Escondido Center facilitates convenient and inexpensive access for disadvantaged and historically underrepresented groups—particularly serving well the large Hispanic population of the area
- No state funds have been expended for this five-year old instructional operation, and no state funds are being requested for the purchase of the property
- The Escondido Center meets many of the recommendations of the Commission on Innovation—particularly those related to making do with less (or doing more with less) It operates effectively and efficiently with none of the fiscal burdens to the taxpayers that are associated with the care and feeding of traditional centers of up to sixty acres or more
- The Escondido Center's location is a welcome relief to those who drive the major arteries and freeways (and to transportation planners and environmentalists) as it eliminates a large population of students who would otherwise further clog the roads and pollute the atmosphere in efforts to reach Palomar College or the California State University in San Marcos The Escondido Center location benefits from public transportation as well as expanded parking
- The Escondido Center meets the requirements of the Field Act
- No other alternatives were found to be feasible for providing full educational access and opportunity to students and potential students residing in the area of northern San Diego County along the Interstate 15 corridor, and in the rapidly growing areas east of the I-15 corridor
- All of the neighboring educational institutions are strongly supportive, as is the local community

Proposed Palomar College Escondido Center

Appendix C

Correspondence Related to the Proposal



October 19, 1994

Dr. George R. Boggs
Superintendent/President

Board of Trustees
Robert L. Dougherty Jr. M.D.
Barbara L. Hughes
Ralph G. Jensen
Harold E. Scofield
Rita A. White Ed.D.
Student Trustee
ASB President

Michael D. Gregoryk
Assistant Superintendent/
Vice President
Finance and
Administrative Services

Mr. Joseph Newmyer
Vice Chancellor, Fiscal Policy
Chancellor's Office
California Community College
1107 9th Street
Sacramento, CA 95814

Dear Joe

This letter follows Allan Petersen's submittal on October 11, 1994 of a Palomar College letter of intent and needs assessment requesting official center status of the Escondido instruction operation. We now wish to confirm that the documents presented by Allan constitute our official application.

Since no state funding for land acquisition, infrastructure, or building construction is associated with the proposal, we are hopeful that positive action might occur swiftly by both your office and the Commission staff without the need for BOG or CPEC approval. However, if such actions are deemed necessary, it is very important to us that they be scheduled as soon as possible.

My understanding is that Allan has arranged for Charrie Chappie and myself to meet with you on October 31, 1994 at 10:30 A.M., in the event that there are issues or concerns that cannot be resolved with Allan directly. Meanwhile, the application has been submitted to Bill Storey for his review, and we invite his input at this time, as well as yours.

Sincerely,

Michael D. Gregoryk
Vice President for
Administrative Services

cc Dr. George Boggs
Charrie Chappie
Bill Storey
Joe Keating
Wayne Keithley
Allan Petersen

1140 West Mission Road
San Marcos, CA 92069-1487
619/744-1150 or 619/727-7529

REFER MG94-019 LTR

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES

1107 NINTH STREET
SACRAMENTO CA 95814
(916) 445-8752



November 21, 1994

William Storey
Chief Policy Analyst
California Postsecondary Education Commission
1303 J Street, Suite 500
Sacramento, CA 95814

Bill
Dear ~~Mr~~ Storey

You have previously received a request from the Palomar Community College District for official Center status of their Escondido Center

In accordance with CPEC guidelines for review of proposed campuses and off-campus centers, I am formally advising you of the Chancellor's Office support of Palomar's request. The proposal is unique in that the operation has already proven to be successful. It easily meets the 500 FTES requirement, and no state funds are being requested. Perhaps more importantly, the proposal is in keeping with recommendations of the Commission on Innovation to hold down facilities and other costs while maintaining quality, integrity, and access.

We are scheduling the item for first review by the Board of Governors in January, with action scheduled for March. It will be beneficial to Palomar if the Commission staff can schedule the item for CPEC's first review in February, with an action item to follow in April, contingent of course, upon your acceptance of the proposal. Meanwhile, if you have any questions, please call me.

Sincerely,

A handwritten signature in cursive script, reading "Joe Newmyer".

Joseph Newmyer, Vice Chancellor
Fiscal Policy

cc Warren Fox
David Mertes
Joseph Keating
Wayne Keithley
Mike Gregoryk
Charrie Chappie
Allan Petersen

545-11/21/94

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

1303 J Street Suite 500 ♦ Sacramento CA 95814-2938 ♦ 916-445-7933 916-327-4417 (FAX)

January 27, 1995

Joseph Newmyer
Vice Chancellor, Fiscal Policy
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814

Dear Joe

On November 21, you wrote to me concerning the Escondido Center of the Palomar Community College District, and requested CPEC consideration of the item at the February meeting of the Commission. As I explained on the phone, however, the press of our long-range planning activities prevented me from developing an agenda item by that date, or even taking a good look at the needs study developed by Allan Petersen. Pete and I have spoken about the item several times since, including on January 25, and he is fully aware of the scheduling problem we have encountered here.

As of this week, we have completed a first draft of our long-range planning report, to which we have given the temporary title *4 Capacity for Growth*. There is still much work to be done on that report and probably several meetings of our Capital Outlay Planning Advisory Committee (COPAC) lie ahead, but I think I can still find enough time to draft an agenda item regarding the Escondido situation for the April Commission meeting. To do so, however, will require some assistance from your office.

In spite of the fact that the Escondido Center is an existing operation, it still must comply with the Commission's *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers*. As you know, those guidelines specify a review process that involves a "Letter of Intent" to proceed followed by the submission of a formal needs study that must satisfy ten criteria before the Commission can issue an affirmative recommendation to the Governor and the Legislature. In this case, it seems to me that the letter-of-intent stage is more or less moot, since the operation already exists and has been purchased with district funds. Accordingly, satisfaction of the criteria appears to be all that should be involved.

In the materials Allan Petersen developed, as well as in the agenda item considered this month by the Board of Governors, most of the relevant documentation required by the Commission's guidelines seems to be available. One thing that is not, however, is a five-year enrollment projection approved by the Demographic Research Unit of the Department of Finance. This projection should be developed by the district and/or your office and then approved by DRU. With that in hand, I should be able to proceed.

As you may know, I have visited the Escondido Center on two occasions and discussed its role and future with district officials and even at a meeting of the district's Board of Trustees. On those visits, the first of which included discussions of a then proposed new permanent center in

Poway, I expressed some concern that the district's long-range planning efforts needed to account for unused capacity in the San Diego CCD -- at San Diego Miramar College in particular -- and that the proposals under consideration at that time seemed to result in facilities that were too close to each other. Since then, some things may have changed, but in requesting permanent status for the Escondido Center, both the district and the Chancellor's Office should understand that we have a concern about the geographic spacing of permanent facilities.

In 1990, MGT's study on the need for new community college campuses suggested that there is a near-term need for one new campus in the district, with a possible long-term need for a new educational center in Fallbrook. The Poway center proposal was noted, but Escondido was not mentioned. Subsequently, the Board of Governors' *Long-Range Capital Outlay Growth Plan* called for a "Southern Center" in the near term (1990 to 1995) and a "Northern Center" in the long term (2000 to 2005). Again, Escondido was not mentioned.

Given the planning documents, it seems to me that Palomar can qualify for two officially approved operations eligible for capital outlay funding (i.e., Palomar College and the Escondido Center), but all concerned should be aware that a proposal for a third permanent college or educational center, if proposed any time in the next five years or so, could be subject to considerable criticism. Outreach operations, of course, which are not eligible for capital outlay funding, are not subject to Commission review.

There is another matter that I would like to call to your attention. We were contacted by Imperial Valley College last month about the possibility of establishing a four-year college "for the southeastern section of California." That contact was followed by a letter from John A. Depaoli, Jr., the Superintendent/President of the district. Since your office was not copied on the letter we received, I thought you might be interested in knowing about it. I plan to attend a meeting in Imperial on March 25 to discuss the Commission's guidelines for the review of new campuses, and thought you might want to have a representative there also.

In closing, permit me to say that I am sorry for not officially responding sooner to your letter of November 21, but the press has been a little heavy. I am sure you understand.

Sincerely,



William L. Storey
Chief Policy Analyst

Attachment

cc Warren Fox
Joe Keating
Allan Petersen

CLASSES OFFERED AT THE ESCONDIDO CENTER, SPRING 1995

<u>Program Area</u>	<u>Course Number</u>	<u>Course Description¹</u>
Administration of Justice	AJ 100	Introduction to Criminal Justice
	AJ 104	Criminal Law
	AJ 110	Basic Criminal Investigation
	AJ 165 (PC832 ²)	Arrest and Control
	AJ 166 (PC832 ²)	Arrest/Firearms
	AJ 170	Reserve Officer I Training
	AJ 197Z	Security Officer Training Level II
Africana Studies	AS 102	African American History II
American Indian Studies	AIS 100	Intro to American Indian Studies
American Sign Language	ASL 100	American Sign Language I
	ASL 101	American Sign Language II
	ASL 205	American Sign Language III
Anthropology	ANTH 100	Physical Anthropology
Art	ART 100	Introduction to Art
	ART 102	Drawing/Composition I
	ART 103	Drawing/Composition II
	ART 104	Design and Composition
	ART 197 BD	Figure Drawing and Paint
	ART 225	Acrylic Painting I
	ART 226	Acrylic Painting II
	ART 235	Watercolor Painting I
	ART 236	Watercolor Painting II
Astronomy	ASTR 100	Principles of Astronomy
Biology	BIOL 100	General Biology
	BIOL 100L	Laboratory
	BIOL	Marine Biology
Business Education/Accounting	ACCT 100	Financial Accounting I
	ACCT 100L	Accounting Principles I Laboratory
	ACCT 101	Financial Accounting II
	ACCT 102	Managerial Accounting
	ACCT 105	Income Tax
	ACCT 106	State Income Tax
Business Education/Business	BUS 110	Business Mathematics
	BUS 125	Business English
	BUS 170	Word Processing - Basic
	BUS 171	Word Processing - Advanced

Appendix D

Business Educ /Business Mgmt	BMGT 100 BMGT 115 BMGT 120	Introduction to Supervision Management Organizations Human Relations/Supervision I
Business Education/Real Estate	RE 100 RE 110 RE 130	Real Estate Principles Real Estate Appraisal Real Estate Economics
Chicano Studies	CS 101 CS 102	Chicano in United States Chicano/Political System
Child Development	CHDV 115 CHDV 120 CHDV 197DP	Child/Family/Community Children's Health/Safety Parenting I
Computer Science and Info Systems	CSIS 100 CSIS 105 CSIS 115 CSIS 120 CSIS 127 CSIS 128 CSIS 220 CSIS 225 CSIS 235	Computer Concepts Computer Concepts/Micro Programming Fund w/Basic Microcomputer Applications Word Processing - Basic Word Processing - Advanced Introduction to Computer Science Unix Operating System 'C' Programming
Construction Inspection	CI 100 CI 101 CI 105 CI 106 CI 110	Building Codes I Building Codes II Electrical Codes I Electrical Codes II Plumbing/Mechanical Code
Cooperative Educ (Work Experience)	CE 100 CE 110	Cooperative Education Cooperative Education - General
Counseling	COUN 65 COUN 100 COUN 110 COUN 115	Career Search Intro /Basic Counseling Skills College Success Skills Career/Life Planning
Economics	ECON 102	Principles of Economics (Micro)
English	ENG 10 ENG 50 ENG 100 ENG 202	English Essentials Introductory Composition English Composition Critical Thinking/Composition
English as a Second Language	ESL 1 (six levels) ESL 10	English as a Second Language Pronunciation/Diction
Family and Consumer Sciences	FCS 21	Residential Service Specialist II
Fashion	FASH 105	Fashion Analysis/Cloth Selection

French	FREN 106	Elementary French
Geography	GEOG 100	Introductory Geography Physical
German GERM 110 GERM 110L	GERM 106 Elementary German Laboratory	Elementary German
Health	HE 100 HE 197D	Health Education/Fitness Women's Health/Mind/Body
History	HIST 101 HIST 102 HIST 106	U S Through Reconstruction U S Since Reconstruction Western Civil /Post-Reformation
Japanese	JAPN 106	Elementary Japanese
Mathematics	MATH 15 MATH 50 MATH 60 MATH 110 MATH 115	Arithmetic/College Student Beginning Algebra Intermediate Algebra College Algebra Trigonometry
Medical Assisting	MA 66	Clinical Assistant Diagnostic PR
Music	MUS 100 MUS 103 MUS 130 MUS 131	Introduction to Music Fundamentals of Music Fundamental Vocal Skills Vocal Lit & Performance
Oceanography	OCN 100	Oceanography
Parks and Recreation Management	PKS 135	Landscape I
Photography	PHOT 110	Basic 35MM Color Photography
Physical Education	PE 129	Rhythmical Exercises
Political Science	POSC 102	Introduction/U S and Calif Govt
Psychology	PSYC 100 PSYC 125	Introduction to Psychology Human Sexuality
Reading	READ 10 READ 30 READ 115	Spelling Fundamental Reading Skills (Computer Assisted) Vocabulary Development
Religion Studies	RS 101	World Religions
Sociology	SOC 100 SOC 125	Introduction to Sociology Human Sexuality (Dual with Psychology)

Appendix D

Spanish	SPAN 101	Elementary Spanish
	SPAN 101L	Laboratory
	SPAN 105	Elementary Spanish
	SPAN 106	Elementary Spanish
	SPAN 110	Elementary Spanish
	SPAN 110L	Laboratory
	SPAN 201	Intermediate Spanish
Speech	SPCH 100	Oral Communication
Supervision	SUPV 100	Introduction to Supervision
	SUPV 115	Management/Organizations
	SUPV 120	Human Relations/Supervision
	SUPV 145	Safety/Health Programs
Travel Services	TS 50	Basic Travel Agency/Air
	TS 51	Advanced Travel Agency/Air
	TS 55	Travel Geography
	TS 60	Introduction to Airline/Passenger
	TS 120	Tours and Cruises
Wastewater Treatment and Disposal	WWT 125	Waterworks Supervision
	WWT 197A	Environmental Water Quality Chem /Micro
Water Technology Education	WTE 100	Waterworks Distribution
	WTE 105	Water Treatment Plant Operation I
	WTE 125	Waterworks Supervision
	WTE 135	Backflow Prevention
	WTE 197W	Environmental Water Quality Chem /Micro
	WTE 210	Water Treatment Plant Operation II
	WTE 215	Motors/Pumps/ Operation/Maintenance
Zoology	ZOO 115	Natural History/Animal Life
	ZOO 115L	Laboratory
	ZOO 116	Natural History/Animal (Lecture)
	ZOO 116L	Laboratory
	ZOO 145	The Human Body

1 Some courses are duplicate listing (e g BMGT 100 and SUPV 100)

2 POST (Peace Officers Standards and Training) Certified

Appendix E Palomar College Operational Educational Master Plan

Palomar College Operational Educational Master Plan

2.7 Five-year Strategic Goals

Educational Master Planning Committee

Instructional Planning Committee

Staff Planning Committee

Student Services Planning Committee

Information Systems Task Force

Palomar College Strategic Plan Goals and Objectives

Educational Master Planning Committee

The Principles

The following goals and objectives are the outline of a strategic plan for Palomar College. The college community will develop, modify, and carry out this plan over the next five years. These are the principles that will govern our strategic planning process.

1. A strategic plan is a plan for the whole college. It describes the goals that we all share in common. Therefore the planning process will be open to the whole community. The planning process gives us the time to openly discuss and explore our goals and the means of implementing them so as to achieve a reasonable consensus.
2. A strategic plan leads to action. While a strategic plan sets general goals, it also defines standards by which we can judge whether those goals have been achieved. A strategic plan is not just an expression of what we think or value; it is a statement of what we are going to do.
3. A strategic plan is flexible. Because a written strategic plan drives actions, it will change continuously. When we plan effectively, we change the plan because planned action changes the environment and the organization. A strategic plan continuously evolves.

The Goals

Goal 1: Design and implement an organizational support system for the creation and testing of alternative learning, student service, and outcomes assessment options that improve student learning, success, and retention.

- Objective 1: Establish a system to quickly approve and test new options such as new learning methods and student success support services.
- Objective 2: Establish a system to support risk-taking and entrepreneurial leadership to implement and test alternatives for improving student learning and success.
- Objective 3: Establish a system to support and reward faculty and staff who discover or develop new options for improving student learning and success.

Goal 2: Define responsibilities and roles of students, faculty, and staff to improve talent development.

- Objective 1: Assess faculty and staff perception of organizational barriers to doing a better job.

- Objective 2: Develop and implement strategies to overcome organizational barriers to doing a better job.
- Objective 3: Develop ways to empower faculty and staff to take responsibility for talent development.
- Objective 4: Develop and implement strategies to promote personal and professional growth, satisfaction, and a sense of purpose among faculty and staff.

Goal 3: *Develop and implement planning and evaluation procedures to determine program and course offerings.*

- Objective 1: Design a system of educational planning that incorporates data, ideas and plans from students, faculty, staff and the community.
- Objective 2: Develop criteria for evaluating educational programs.
- Objective 3: Establish a system for evaluating educational programs.

Goal 4: *Specify a core of knowledge and skills expected of students.*

- Objective 1: Develop goals and design criteria for a core program of knowledge and skills for all students.
- Objective 2: Design and test a core program.

Goal 5: *Identify and develop the roles of education centers and campuses.*

- Objective 1: Conduct a comprehensive needs-assessment to determine locations and roles of education centers and campuses.
- Objective 2: Create a plan for centers and campuses including their administration, facilities, equipment, communication, maintenance and staffing.
- Objective 3: Implement the plans.

Goal 6: *Develop and expand partnerships, articulation agreements, and linkages with other educational institutions, private businesses, non-profit organizations, and public entities.*

- Objective 1: Develop a plan to expand and maintain articulation agreements and arrangements with all area high schools, CSU-SM, SDSU, UCSD, all other CSU and UC campuses, and private colleges and universities.

- Objective 2: Implement the plan to expand and maintain articulation agreements and arrangements with all area high schools, CSU-SM, SDSU, UCSD, all other CSU and UC campuses, and private colleges and universities
- Objective 3: Develop a plan for a "pipeline" to expand the pool of qualified minority community college faculty and staff by targeting students at the elementary or junior high school level and supporting them through college graduation and into community college employment.
- Objective 4: Implement the plan for a "pipeline" to expand the pool of qualified minority community college faculty and staff.
- Objective 5: Develop a plan to become a catalyst for articulation, partnerships, and linkages to provide pre-collegiate studies such as literacy programs and drop-out prevention programs.
- Objective 6: Implement the plan to become a catalyst for articulation, partnerships, and linkages to provide pre-collegiate studies such as literacy programs and drop-out prevention programs.
- Objective 7: Develop a plan to offer educational services on a contract basis to private businesses, non-profit organizations, and public entities.
- Objective 8: Implement the contract education plan.

Final (Condensed Version): 4/7/92; Revised 10/21/92

[C:\DT\Planning\Goals2.Chp]

**Instructional Planning Committee
Goals and Objectives
Revised May 18, 1992**

Goal 1: Decide how resources should be allocated among transfer, vocational, basic skills, and enrichment programs. Determine the optimum growth rate for each program or discipline.

Objective 1: Determine what proportion of its resources Palomar should devote to transfer programs.

Objective 2: Determine what proportion of its resources Palomar should devote to vocational and other programs in order to respond to regional economic growth and development

Objective 3. Determine what proportion of its resources Palomar should devote to basic skills classes in order to prepare students for college-level work.

Objective 4 Determine the range and kinds of enrichment classes that Palomar should offer.

Objective 5. Determine how Palomar should best serve as a cultural center for the North County

Objective 6. Determine what programs Palomar should offer to meet the needs of both current and potential students.

Goal 2: Develop procedures to measure and evaluate program outcomes.

Objective 1 Determine the number of associate degrees and certificates granted.

Objective 2. Determine the number of students awarded both full and partial GE stamps

Objective 3. Determine the ways that Palomar can evaluate the effectiveness of programs for those students who are not seeking a degree, certificate, or G.E. stamp. (e.g., Determine percent of students who have successfully completed courses with "C" grade or better.)

Objective 4 Determine the extent to which courses and programs serve the needs of other programs on campus.

Goal 3: Promote innovation

Objective 1 Develop ways to promote innovation.

Goal 4: Define the appropriate WSCH to FTE ratio for each discipline or course.

Objective 1. Obtain and study ratios recommended by the departments

Objective 2. Obtain and study from Institutional Research & Planning the current information on WSCH to FTE ratio

Goal 5: Determine what courses, AA degrees, and certificate programs Palomar should offer, both at the main campus and at other locations, to accommodate growth in instructional programs.

Objective 1: Ask departments to evaluate their current offerings in order to determine which should be offered at other locations.

Objective 2. Determine the costs of offering various courses, AA degrees, and certificate programs at different sites.

Objective 3: Determine what courses, AA degrees and certificate programs local community colleges offer

Objective 4: Determine what lower division classes Palomar should offer to satisfy the requirements of majors at local colleges and universities.

Objective 5. Explore the possibility of expanding the educational television program.

Objective 6: Determine the need for additional instructional staff.

Objective 7 Determine the need for additional assigned time for instructional staff.

Objective 8 Determine the need for additional clerical and other support

Objective 9. Determine the need for aides for new laboratories and classes.

Goal 6: Determine what additional space or modifications to the physical plant are needed to accommodate growth.

Objective 1. Determine the need for modification of existing space to accommodate growth.

Objective 2. Determine the need for additional space for classes, programs, and offices, both at the main campus and at other locations.

Objective 3. Determine problems associated with safety, hazardous waste, and environmental concerns.

Goal 7: Determine the best relationship between departments and programs at off-campus centers and the main campus.

Objective 1 Determine whether faculty should have either partial or full assignments at off-campus centers

Objective 2. Determine the best administrative structure for department, programs, and divisions at off-campus centers.

Objective 3. Determine the appropriate ratio of adjunct to full-time faculty at off-campus centers.

Objective 4 Determine how faculty at off-campus centers can maintain their role in distinct governance and their access to the facilities and resources of the main campus.

Objective 5. Determine how to make faculty teaching off-campus feel they are part of the main campus community

Goal 8: Review current practices and consider new instructional schedules to supplement or replace those now in effect in order to make the most efficient use of facilities.

Objective 1 Insure that classroom assignments make the best use of space (e.g., that small classes are held in small classrooms).

Objective 2. Explore the possibility of using alternate schedules (i.e., MW/TTH/FS), adding more afternoon and early evening classes, and offering intersessions and week-end programs.

Objective 3 Explore the possibility of using alternative calendars (e.g., trimester, quarter).

STAFF PLANNING COMMITTEE GOALS AND OBJECTIVES

PRINCIPLES OF THE STAFF PLAN

The Staff Plan provides the staffing component for the Educational Master Plan and seeks to meet the challenges of the Vision 2005 statement.

These include the following:

We empower faculty and staff to promote student learning.

We treat one another--faculty, staff, administrators, and governing board--with respect and dignity; we speak honestly and listen attentively to one another.

We reach decisions through a shared governance process in which we all recognize the value of each other's contributions in achieving our institutional mission.

We provide professional development activities, mentor programs, working groups, and other activities that allow faculty and staff to develop better ways of getting their work and the work of Palomar College done.

We have and develop policies and programs that promote personal growth, satisfaction, and a sense of purpose among faculty, staff, and administration and enable them to realize their full potential.

We remove or reduce structural or organizational barriers to empowering faculty, staff, administration, and students.

We systematically encourage and substantially reward faculty and staff who discover or develop new and better ways of doing their jobs.

We remove or reduce structural or organizational barriers to innovations and discoveries that enhance student learning.

We create or enhance organizational structures that elicit or support innovations and discoveries that produce more effective learning environments.

We learn and work in an environment that encourages and incorporates a cross-cultural perspective into the curriculum, programs, and services of the college at all levels, and we promote the benefits, opportunities, and discoveries that are presented only through a diverse community of students, staff, faculty, and administrators.

We recognize and respect our individual distinctions of culture and background, and we discover the strengths and richness that our collective cultures bring to the college.

We maintain an administrative hierarchy of relatively few layers; we remain a single college; we continue to grow by developing additional campuses and centers.

We lead in "pipeline" approaches designed to expand the pool of qualified minority community college faculty and staff by targeting students at the elementary or junior high school level and supporting them through college graduation and into community college employment.

We have successfully recruited students and employees who contribute to the diversity and cultural richness of the college and we have become a model for managing, nurturing, and embracing diversity.

The Staff Plan identifies goals that set standards for quality staff performance, achievement, contributions, and rewards.

The Staff Plan has four components that weave together to form a tapestry of support, success, discovery, enrichment, and empowerment for each employee at Palomar College.

The Staff Plan is guided by a philosophy of staffing and staff development that embraces the value of each individual's contributions, that welcomes and encourages the richness and creativity of a staff that is diverse in its cultures, ethnicity, age and abilities, that freely and openly recognizes and rewards accomplishments, that responds collegially, ethically, and humanely to the needs of its employees.

EMPLOYMENT

Goal 1: Develop a five year staff plan based on the needs, direction, curriculum and support services identified in the Instructional and Student Services Master Plans

Objective 1

Determine the administrative staff support required to meet the needs identified by the Instructional and Student Services staff requirements

Objective 2

Determine the appropriate staffing patterns and ratios for the College to include plans to meet the 75%/25% full-time/part-time faculty staffing ratio and Staff Diversity goals.

Objective 3

Determine a method to prioritize the staff requirements to provide full support for student learning. That is, the instructional needs must be balanced with student services support and administrative staffing to insure quality growth in new and existing staff

Objective 4

Develop alternative staffing plans and options that include non-traditional work schedules, telecommuting opportunities, centralized off-site work locations, etc.

Goal 2: Recruit and select a well-qualified, creative, and diverse staff committed to student learning.

Objective 1

Increase the ethnic, gender, and disabled diversity of faculty, staff and administrators

Objective 2

Create a campus climate that welcomes cultural and ethnic diversity and actively encourages pluralism

Objective 3

Actively participate in, develop and support programs that encourage ethnic minorities, women, and the disabled to pursue careers at community colleges

Objective 4

Develop selection processes that rely on shared decision making, identify clear selection criteria, and result in the selection of quality staff who best meet the needs of the District.

EMPLOYEE EMPOWERMENT

Goal 1: Empower staff with the authority to fulfill the responsibilities of their position.

Objective 1

Develop a training plan to encourage employees to see themselves as leaders

Objective 2

Actively encourage participation in shared governance opportunities

Objective 3

Engage in a supervisory and management training program that encourages employee involvement in decision making and shows supervisors how to empower employees

Objective 4

Develop a recognition system that encourages risk taking and rewards the generation of new ideas

Goal 2: Develop a reward program that recognizes individual contributions, team performance, and benefits to the college.

Objective 1

Develop a system responsive to faculty and staff who discover new and better ways to do their jobs

Objective 2

Seek ways to enrich rather than enlarge jobs

Goal 3: Provide staff development and professional growth opportunities for all employees.

Objective 1

Support professional development and growth activities including discipline specific professional activities that encourage faculty and staff to continue to grow and maintain their expert status within their areas.

Objective 2

Support employee networks that encourage people to cross department and division boundaries to create new opportunities for learning.

Goal 4: Develop evaluation processes that support employee development and evaluate direct and indirect contributions to student learning and individual accomplishments.

Objective 1

Assist each employee to identify the organizational and structural barriers that prevent the employee from performing the job better

Objective 2

Reward employees for identifying and/or eliminating organizational/structural barriers. Encourage development of projects designed to empower employee with full responsibility and authority to implement

Objective 3

Base evaluations on standards appropriate to the position and not comparisons among employees.

Goal 5: Develop strategies to maintain and enhance employee morale and satisfaction.

Objective 1

Instill a sense of pride among employees - pride in Palomar, pride in their departments/divisions, pride in their individual contributions and accomplishments.

Objective 2

Create a rewards and recognition system that celebrates each employee for special accomplishments.

Objective 3

Develop a system that meets employees needs for recognition and acknowledgement.

Objective 4

Evaluate to what extent the rewards meet employee needs for recognition and acknowledgement.

Goal 6: Empower part-time faculty and staff to participate fully in fulfilling the mission of the college.

Objective 1

Provide adjunct faculty with the necessary resources and support to better facilitate student learning.

Objective 2

Provide part-time classified staff, including short term and temporary staff, with the opportunities and resources necessary to support student learning.

Goal 7: Establish and reinforce clear lines of communication.

Objective 1

Provide physical resources to facilitate communication.

Objective 2

Encourage direct communication .

EMPLOYEE WELL BEING

Goal 1: Develop and maintain cost effective benefits programs which are responsive to employee needs.

Objective 1

Design a method to explore flexible and innovative ways to provide cost effective health insurance for all employees.

Objective 2

Identify options and methods for providing other insurance such as vision care and dental care for all employees.

Objective 3

Maintain and improve related insurance benefits such as life, disability, etc.

Objective 4

Provide opportunities for employees to plan for quality retirement.

Objective 5

Develop a system to offer voluntary insurance and services to employees.

Goal 2: Provide competitive salaries that are consistent and commensurate with responsibilities.

Objective 1

Develop criteria for determining competitive salaries.

Objective 2

Develop a salary policy and a plan to implement the policy.

Objective 3

Evaluate the extent to which the salary policy and plan contribute to employee morale and satisfaction.

Goal 3: Develop a comprehensive employee-owned wellness program to assist employees in making lifestyle decisions and help control health care costs.

Objective 1

Provide educational opportunities, facilities, and activities to enhance a healthy lifestyle.

Objective 2

Provide a vehicle (EAP) for obtaining appropriate professional assistance and support systems to deal with physical and emotional problems

Objective 3

Reduce absenteeism, improve morale, increase productivity and accountability, and reduce costs through support of wellness activities.

Objective 4

Manage benefit programs in concert with wellness promotions for healthy lifestyles.

Goal 4: Provide a safe and healthy work environment.

Objective 1

Provide educational opportunities and programs for staff to preserve a safe and healthy work environment.

Objective 2

Provide support systems for staff to maintain a safe work environment.

Goal 5: Have fun!

Objective 1

Encourage laughter and joy in the workplace and learning place whenever possible.

Objective 2

Create a workplace with a sense of humor that supports and reinforces camaraderie, productivity, and quality team efforts.

STAFFING THROUGH CHANGE

Goal 1: Maintain a quality workplace environment, responsive to employee needs, through periods of change and growth.

Objective 1
Involve employees in decisions that affect their jobs and the workplace.

Objective 2
Comply with all negotiated agreements and contracts as well as state and federal laws

Objective 3
Develop procedures to deal with workplace issues such as workforce expansion, reduction in force and job enrichment.

Objective 4
Develop a system to provide re-training and/or relocation of employees affected by change.

Objective 5
Develop and encourage on-going career development programs and activities for employees.

Goal 2: Identify and respond to external environmental factors that affect college operations and programs and employee performance.

Objective 1
Develop flexible approaches to employee family responsibilities.

Objective 2
Maintain and encourage employees to use a confidential employee assistance program.

Goal 3: Insure that all growth decisions are made in the context of collegial planning to achieve quality outcomes.

Objective 1
Develop staffing plans for Education Centers, future campuses and non-traditional programs.

Objective 2
Evaluate the impact of new staffing patterns on staff in existing programs.

Objective 3
Insure opportunities for involvement of employees throughout the college in the governance structure.

Objective 4.
Develop and encourage hiring patterns that recognize and promote employees from within the College.

Objective 5
Monitor the Governance Structure to insure full participation of all employee groups.

FIVE-YEAR
MASTER PLAN FOR STUDENT SERVICES
1992 - 1997

"WE SUPPORT STUDENT SUCCESS"

MISSION

The mission of Student Services is to develop and nurture an organizational climate and ethic that recognizes and explicitly supports student success.

December 11, 1991

STUDENT SERVICES MASTER PLAN

Preamble

Student Services proudly commits to master planning as a road map for successful accomplishment of agreed upon goals. The Palomar College Vision Statement and the Mission Statement give us a target upon which to focus our efforts. Major Community College reform legislation such as AB 3 (the Seymour Campbell Matriculation Act of 1986) and AB 1725 have established regulations for standards, accountability and improved practices to which we strive to conform. The changing needs, demands, complexion and demography of our targeted population require careful attention toward how we effectively and efficiently utilize our resources.

"If you don't know where you are going then it doesn't matter which road you take." We have a clear vision of where we are going. "We Support Student Success." Empowerment of students to identify and realize individual goals is a major ingredient in student success. We model and embrace organizational planning and expect academic planning from our students. The message is consistent; our action is congruent.

We support Learning as the single most important activity that occurs at Palomar. We see our role as facilitators of student learning. All Student Services programs prepare and support students to maximize their investment in the learning process.

We can improve all facets of Student Services administrative, recruitment, retention and affirmative action practices only by regular Evaluation of our effectiveness. We evaluate student performance and competency. In addition to an ongoing commitment to internal and external program review, the Research and Evaluation component of Matriculation cause us to determine whether our efforts make a difference. We are charged with evaluating and developing excellence in staff skills. Through a Discovery process of what we are doing and how well we are doing it, we can strive to do even better. We are open to testing new strategies and options.

With an ever changing and increasing culturally diverse population, we need to discover new methods to respond to Growth, while maintaining the quality and integrity of the services we offer. We are challenged with reaching new audiences with enhanced products that support student retention, persistence, learning and success.

To this end, the Student Services Planning Committee has embraced the Vision and Mission Statements that frame the goals that follow. The goals portray a five year road map to steer us toward realizing the vision and the mission. These goals include detailed staffing and computing plans necessary to complement and facilitate completion of our tasks. Annually, customized program plans, complete with objectives, activities and time lines will be developed to detail our course of action.

11/2001

Goal 1: *Support the Palomar College Student Matriculation Plan.*

- Objective 1 Maintain and modify as necessary an integrated student services delivery system and computerized database that will assist students in optimizing academic success.

- Objective 2. Utilize student success and retention strategies in the admissions assessment, orientation, advising, tracking, follow-up, research and evaluation components of matriculation.

- Objective 3. Promote the availability of student service programs that will improve student likelihood of personal success.

- Objective 4. Coordinate, expand and promote services that will allow students to complete and benefit from instructional programs.

Goal 2: *Implement an Information Systems Plan for Student Services that will be integrated into a College-wide Information Systems Plan.*

- Objective 1: Continue to identify the emerging needs for Information Systems in Student Services.

- Objective 2. Prioritize student services information needs in relationship to available resources.

- Objective 3: Refine the Student Information database to be more responsive and comprehensive through participation in the California Community College Management Information Systems Consortium (CCCMISC)
- Objective 4 Evaluate implementation of the Student Services Information Systems plan.

Goal 3: *Implement a Student Services Staffing Plan to be utilized in conformity with the Palomar College Affirmative Action Plan in the hiring of personnel that will maximize staff diversity and cultural pluralism while addressing the programs in Student Services.*

- Objective 1: Continue to identify workloads, staffing needs, and staff/student ratios that will be capable of responding to enrollment growth and the development of new programs.
- Objective 2: Prioritize Student Services staffing needs in relationship to available resources.
- Objective 3: Implement, monitor and evaluate the plan to ensure culturally diverse representation to fully satisfy requirements in all Student Services areas.

Goal 4: *Formalize A Student Services Staff Development Plan as part of the College-wide program.*

- Objective 1: Update Student Services specific staff development needs
- Objective 2: Develop and offer a series of formal programs that energize faculty, staff, and students' commitment to academic excellence and student success.

Goal 5: *Develop a Student Services Facilities Utilization Plan in coordination with the development of a campus-wide Facility Master Plan.*

- Objective 1: Develop criteria for determination of space and location requirements
- Objective 2: Prioritize Student Services facility needs.
- Objective 3: Improve physical accessibility of Student Services for all students.

Goal 6: *Identify and develop the future role of Student Services at Education Centers and/or campuses.*

- Objective 1. Develop, improve and expand services for evening, weekend, and Education Center students.

Goal 7: *Offer and continue to develop new programs and opportunities for interaction among students, faculty and other college staff that will enhance mutual commitment toward student success.*

- Objective 1. Promote and expand the Instructor Advisor and Professional Development programs.
- Objective 2: Encourage student interaction through co-curricular activities, including student organizations, student government, student publications, intercollegiate and/or intramural sports.
- Objective 3. Design physical spaces, service programs, and campus activities to enhance student interaction.
- Objective 4: Develop new programs designed to offset any factors that might restrict student success.
- Objective 5: Maintain, improve and expand processes that will identify, notify, refer, and increase utilization of services by students in need of study skills, tutorial assistance, basic skills development, goal-setting and other services existing at Palomar to maximize student success, persistence, and retention.

Goal 8: *Develop and maintain articulation agreements with four-year colleges, and secondary schools and promote programs with local business and industry.*

- Objective 1: Coordinate with Instructional Services in the maintenance and development of formal articulation agreements with four-year colleges and high schools.
- Objective 2: Encourage Instructor Advisors to assist in developing and enhancing formal and informal curricular agreements with high schools and four-year college faculty.
- Objective 3: Promote programs with local business and industry that will increase the likelihood of meaningful employment.

Goal 9: *Recruit and retain diverse student populations.*

- Objective 1: In keeping with the district goals for Affirmative Action, build and maintain strong marketing, information, outreach activities and Student Support Programs that will attract and retain students from all the diverse groups that make up the college district.
- Objective 2: Continue to offer and enhance cultural enrichment programs that benefit the community and support student success.

- Objective 3: Promote availability of student service programs that will improve student likelihood of academic and personal success.
- Objective 4: Develop new programs designed to offset any factors that might restrict student success.
- Objective 5: Maintain and develop professional relationships and working agreements with community organizations and agencies

Goal 10: *Identify and cultivate external sources of "support" for Student Service programs.*

- Objective 1: Identify and pursue external funding sources to support Student Service mission and priorities.
- Objective 2: Develop and expand working agreements, programs and relationships with community leaders and organizations to enhance our effectiveness

Revised - 12/11/91

INFORMATION SYSTEMS AND SERVICES TASK FORCE STRATEGIC GOALS

ASSUMPTIONS

After reviewing District planning documents and assessing the influence of regulatory bodies, other educational institutions and technology advances, the following assumptions were developed to guide information system planning:

1. Palomar will adopt strategies that lead to greater use of technology for instructional and Student Services delivery.
2. The demands of population growth, especially in remote areas of the district, will result in a combination of additional centers/campuses and implementation of advanced distance learning technologies.
3. The administrative organization will remain relatively flat, necessitating efficient methods of communication both within and between campuses/centers
4. Collaborative learning partnerships will be established with CSU San Marcos, Mira Costa and other institutions to provide broader opportunities for students, improve articulation and increase utilization of resources.
5. Planning, coordination and support of instructional computing will be organized under a single authority to improve utilization of resources and increase direct support to students and faculty
6. Administrative support services will be engineered to reduce bureaucratic barriers and increase administrative efficiency.
7. The pace of technological advancement will continue to drive technology costs down. Reduced costs will expand the scope of feasible technology applications.

MAJOR GOALS

Information Systems and Services provides and manages services that have two distinct levels of scope; administrative computing and telecommunication services.

Administrative computing provides computing services and support necessary to the administration of college programs. Telecommunication services manages and supports the infrastructure necessary to support all areas of college operations including both administration and instruction. The strategic plan for information systems and services reflects goals that encompass both levels of scope.

1. Develop a telecommunications infrastructure that is robust enough to meet the district's needs for at least 30 years.

Increasingly, the facilities that enable and support communications, between both people and machines, are the core technologies upon which systems are being built. Networks, the enabling technologies that allow electronic communications to occur, allow computers, telephones, video and audio equipment, and various mechanical devices to work together to form integrated systems.

Networking technologies will allow Palomar to.

- o Interconnect computer labs to allow more efficient use of resources,
- o Provide access to library resources from campus offices or education centers,
- o Implementation advanced distance learning technologies,
- o Develop multimedia instructional delivery systems,
- o Provide telephone services that remove communication barriers to both off-campus callers and staff,
- o Implement advanced computer applications that reduce bureaucratic overhead and enhance administrative effectiveness.

2. Strengthen support services to better serve the needs of Information Services Clients.

The biggest bottleneck in the Information Systems and Services department today is in the area of support to users. The realities of funding have prevented adequate staffing for equipment maintenance services and software training and support. As a result, computers are often left unserviceable for extended periods while computer users wait several days for assistance with software problems. The lack of adequate support reduces efficiency, increases costs and adds to employee frustration.

3. Upgrade the information systems applications development environment.

Although much has been done to provide new computing tools to campus administrative departments, there have been no significant changes to the way Information Systems and Services designs and builds administrative software. In effect, the IS department is still using 1970s technology to create software.

Many advanced tools exist to streamline the software development process which increase programmer efficiency both in terms of volume of work that can be completed and quality of software produced. The emphasis of this goal will be to prepare the software development staff to use advanced technology through procurement of software tools and the required training to use them.

4. Replace/Expand administrative applications software

Most of Palomar's administrative applications are 12-15 years old and are based on even older technology. Because of the technologies used to construct the old applications they are very costly to maintain and it is nearly impossible to add significant enhancements. Due to this many of the bureaucratic requirements necessary to meet increased regulatory requirements and changes to campus administrative organization have not been incorporated into administrative software systems. Consequently, administrative processes require much more staff effort than would otherwise be necessary.

Palomar is seeking to replace current administrative software through membership in the Community College MIS Consortium (CCMISC). Though the consortium promises to deliver software over the next 3-5 years, much must be done to prepare to implement the new software. Plans must be developed to upgrade equipment and to prepare departments for conversion of existing systems and to implement new automated functions.

5. Implement a Library Automation System.

Besides campus buildings, the library collection is probably the single most valuable instructional asset the college owns. This is true not only because of the value of the materials in the library, but also because of its value as a learning tool for faculty, students, staff and the community.

In spite of its value, the library collection is still accessed and managed using techniques that were created many years ago. Library automation software exists which enhances the value of the library collection by improving both access and management. Automation improves access by allowing rapid searches for materials, giving immediate information on availability and by facilitating inter-library exchange. Management is enhanced through automated circulation control, inventory control, resource utilization tracking and catalog management.

Library is also a strategically important application of computing. As Palomar expands to additional campuses/centers, library automation will allow resources to be easily shared between sites while maintaining the central management inherent in a single college, multi-campus district.

[\\OpPlan\\Info.wp]



The Salvation Army Escondido Corps and Community Center

651 West 11th Avenue
Escondido, California 92025 • (619) 745-8616

WILLIAM BOOTH
Founder

EVA BURROWS
General

Commissioner
PAUL A. RADSR
Territorial Commander

LT Colonel
DAVID P. RILEY
Divisional Commander

Captain
DONALD C. BELL
County Coordinator

August 26, 1994

Mr. George R. Boggs, Phd.
Superintendent/President
PALOMAR COLLEGE
1140 W. Mission Rd.
San Marcos, CA 92069-1487

Dear President Boggs:

I am writing to declare my total support of official state recognition of the Palomar College Escondido Educational Center.

The Palomar College-Escondido, has given high quality education for citizens of Escondido and surrounding areas for a number of years and enhanced the quality of life in our community. Last year, my wife Barbara studied Spanish at your college to have a better communication skill with the large hispanic population in Escondido and she now serves as assistant to Women's Services within our organization in Escondido.

With the large amount of high school graduates every year, and not be able to afford the high cost of traditional college tuitions, the Palomar College offers a "Window of Hope and opportunity" to a better education to many students whose parents are in the "breadline".

Our young people need and deserve this institution in our community- in spite of all the financial constrains, we cannot afford to invest here in Escondido in our most precious resources - our people - who have the desire to study and turn around their lives and our community for the better.

In conclusion, the Palomar College, Escondido Center is VITAL to our community. This institution provides high quality, affordable, convenient educational doors of opportunities to our citizens, definately, strengthen our economy and enriches our lives.

Sincerely,

LUIS A. BAQUEDO
Director-Hispanic Ministries
Escondido Corps

STATE OF CALIFORNIA
SACRAMENTO, CALIFORNIA

SENATE
CHAMBER
SUITE
400
SACRAMENTO, CALIFORNIA
95833

Senate California Legislature

WILLIAM A. CRAVEN
SENATOR
38TH DISTRICT

VICE CHAIRMAN
SENATE COMMITTEE ON RULES
AND JOINT RULES

94-243

August 22, 1994

George R. Boggs, PH.D.
Superintendent/President
Palomar College
1140 W. Mission Road
San Marcos CA 92069-1487

Dear Dr. Boggs:

I am in support of official state recognition of the Palomar College Escondido Educational Center.

The Center provides convenient access to higher education opportunities for citizens of Escondido and the surrounding area. By virtue of the more than 5,000 residents who attend the Center every year, it is clear that this facility has tapped a previously under served area.

The Center offers a variety of programs that benefit those who wish to upgrade their work skills, complete associate degrees, prepare for transfer to a four-year institution or enrich their lives. In addition, the Center is responsive to the Hispanic community that has demonstrated a strong desire for English as a Second Language programs.

The Palomar College Escondido Center is important to our community. It provides high-quality, convenient, accessible and affordable educational opportunities for our citizens, strengthens the local economy and enriches lives.

Cordially,

William A. Craven
WILLIAM A. CRAVEN
Senator, 38th District

WAC:bf

COMMITTEES AGRICULTURE AND WATER RESOURCES BUSINESS AND PROFESSIONS ELECTIONS LOCAL GOVERNMENT

RANDY DUKE CUNNINGHAM
51ST DISTRICT CALIFORNIA

ARMED SERVICES COMMITTEE
MERCHANT MARINE AND
FISHERIES COMMITTEE
EDUCATION AND LABOR COMMITTEE
REPUBLICAN RESEARCH
COMMITTEE
CO CHAIRMAN TASK FORCE ON EDUCATION
TASK FORCE ON DRUGS



Congress of the United States
House of Representatives
Washington, DC 20515-0551

PLEASE RESPOND TO
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(202) 225-2558 FAX
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SUITE 320
ESCONDIDO, CA 92025
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(619) 737-9132 FAX

August 16, 1994

George R. Boggs, Ph.D.
President
Palomar College
1140 West Mission Road
San Marcos, California 92069-1487

Dear Dr. Boggs:

Please accept my strong support of your efforts to seek recognition of the Palomar College Escondido Educational Center from the state. As a former teacher and current Member of the House Education & Labor Committee, who sits on the Subcommittee on Elementary, Secondary, and Vocational Education, as well as the Subcommittee on Postsecondary Education and Training, I can appreciate the Center's approach to the public's need for higher education, and I applaud the success you have achieved.

I am especially encouraged by the resource center for small business. As you know, the vast majority of employers in the United States are small business owners and any economic recovery that will lift California out of its present recession will be led by these entrepreneurs. By providing these men and women with the knowledge that will assist them in their businesses, the Palomar College Escondido Educational Center is leading the way in efforts that will put more people to work.

The Center's efforts with 'English As A Second Language' classes are also to be commended. The large numbers of non-English speaking immigrants who reside in and around Escondido are tremendous. While I appreciate the languages, customs and cultures unique to each country or origin, I understand the importance of a common language for the citizens of the United States to share. Therefore, it is to everyone's benefit to incorporate this segment of society as quickly as possible, and the Escondido Educational Center has made great strides in this area.

I would encourage the California Community Colleges Board of Governors and the California Postsecondary Education Commission to recognize the Escondido Educational Center for these and many other accomplishments. Palomar College is to be commended for the convenient access and responsiveness you have delivered to the public and the goal of more accessible higher education.

With best wishes for your continued success,

Randy Duke Cunningham
Randy "Duke" Cunningham
Member of Congress

RDC/trc

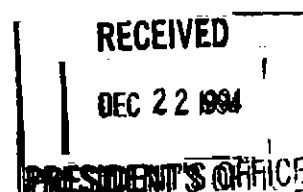
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2628 PC FACILITIES



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MiraCosta College
One Barnard Drive, Oceanside, CA 92056
Telephone (619) 757 2121 Fax (619) 757 2601

MiraCosta College San Elijo Campus
1533 Manchester Avenue, Cardiff by the Sea, CA 92007
Telephone (619) 944 4449 Fax (619) 942 1092



December 19, 1994

Dr. George R. Boggs
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487

Dear George

I strongly support your plans to seek formal state approval for your Escondido Center. The educational needs of the current population and the expected population growth for Escondido must be met. The population and economic projections certainly indicate that enrollments at the Escondido Center will continue to grow.

The Escondido Center has proven that it is needed by the community. I am happy to provide support in your efforts to obtain state approval. I do not believe that the center will adversely affect enrollment at the Oceanside or San Elijo campuses of MiraCosta College.

If I can be of further assistance to you, please let me know.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tim".

Tim T. L. Dong
President

Appendix I 21

SACRAMENTO ADDRESS
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SACRAMENTO 95814
916/445-2390
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121 PALOMAR AIRPORT ROAD
SUITE 105
CARLSBAD, CA 92008
619/438-5865
619/744-3810
619/438-6830 FAX

Assembly California Legislature

ROBERT C FRAZEE
MEMBER OF THE ASSEMBLY
SEVENTY FOURTH DISTRICT

COMMITTEES
HIGHER EDUCATION
LOCAL GOVERNMENT
TRANSPORTATION
WATER PARKS & WILDLIFE



August 26, 1994

George R. Boggs, Ph.D.
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92067-1487

Dear Dr. Boggs:

I am pleased to support official State of California recognition of the Palomar College Escondido Educational Center.

The Escondido community has unique educational needs and their demographics are carefully considered with appropriate courses and programs to fit those needs.

Escondido campus also serves to relieve congestion on already impacted roadways between the main campus in San Marcos and Escondido, a major consideration with California State University at San Marcos using the same arterials.

Community colleges such as Palomar provide the only viable availability to higher education for many Californians. Continuation and recognition of the Escondido Educational Center of Palomar College will help insure that access.

Sincerely,

Robert C Frazee
ROBERT C FRAZEE
Member of the Assembly
Seventy-fourth District

RCF:mma

FROM SDCCD FACILITIES SERVICES

12.16.1994 11:25

NO. 2 P. 1

The San Diego Community College District

3375 Camino del Rio South San Diego CA 92108 3883 (619) 584 6500

CITY COLLEGE

CONTINUING EDUCATION CENTER

MESA COLLEGE

MIRAMAR COLLEGE

Office of the Chancellor
584-6957

December 16, 1994

George R. Boggs, Ph.D
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487

Dear George:

The San Diego Community College District supports the Palomar Community College District efforts to provide better access to higher education for the growing population in northern San Diego County. The proposed Escondido Educational Center will certainly enable Palomar to more fully service the citizens of Escondido and adjacent communities.

For these reasons, I am happy to support your efforts to seek formal State approval for maintenance and operations support for this Center. If I can be of assistance, please call me at 584-6957.

Sincerely,



A. P. Sallego
Chancellor

nj

c: Damon Schamu



Escondido Union High School District

District Service Center

302 North Midway Drive • Escondido, CA 92027-2741
Telephone (619) 480-3000 • FAX (619) 480-3163

Jane D. Gawronski, Ph.D., Superintendent

BOARD OF TRUSTEES

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John L. Damello

Clerk

Charles Snowden

Member

William G. Horn

Member

August 16, 1994

Dr. George R. Boggs
President
Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487

Dear President Boggs:

The Escondido Union High School District strongly supports Official State Recognition of the Palomar College Escondido Educational Center. This center has been a direct benefit to our high school graduates. It has made a low cost, high benefit, alternative to the first two years of college available to many students. This has had a direct impact on our students who need to live at home or work while they attend college. In many respects your Community College's presence in the City of Escondido has made a college education possible for some youngsters that would not have been available otherwise.


In addition, our student population is twenty percent limited English. This means that there is an even higher percentage of adults in the community who have English as a second language. This is a critical need in our community that the Escondido facility has been able to serve.

The Palomar College Escondido Center is extremely important to the students in the Escondido Union High School District. In addition to the progress towards college degrees, it has also assisted many of our students in

Dr George R Boggs
August 16, 1994
Page Two

being able to accelerate their high school programs The high quality,
convenient and affordable educational opportunities are of great service to
our school district We sincerely hope that you will be successful in gaining
Official State Recognition of the Palomar College Escondido Educational
Center

Sincerely,


Jane D Gawronski, Ph D
Superintendent

JDG/mj

SACRAMENTO OFFICE
STATE CAPITOL
SACRAMENTO, CA 95814
916 442 2481

OFFICE ADDRESS
1110 L AND SUITE 4
PO BOX 90704
SACRAMENTO, CA 95809



Assembly California Legislature

JAN GOLDSMITH

ASSEMBLYMAN SEVENTY FIFTH DISTRICT

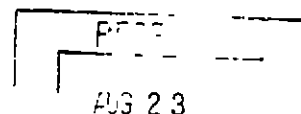
COMMITTEES

JUDICIARY, LEAD REGULATOR
TRANSPORTATION
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MANDATE RELIEF & REGULATOR
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FIRE POLICE EMERGENCY
& DISASTER SERVICES

August 15, 1994

George R. Boggs, Ph.D.
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487



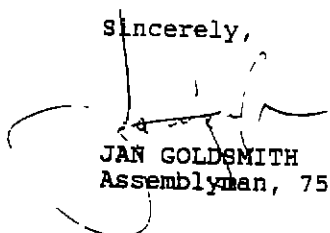
Dear President Boggs:

I am writing in support of official state recognition of the Palomar College Escondido Educational Center.

The Educational Center provides convenient access to higher education for the citizens of Escondido and the surrounding communities. There are more than 5000 residents that depend on this facility for affordable courses in their own neighborhood.

A portion of Escondido falls within the 75th district, many of my constituents take advantage of this educational facility. This center not only provides high-quality and affordable education, but it strengthens our economy and enriches our community.

Sincerely,


JAN GOLDSMITH
Assemblyman, 75th District



August 17, 1994

George R. Boggs, Ph D
Superintendent/President
Palomar College
1140 West Mission road
San Marcos, CA 92069-1487

Sid Hollins
Mayor
(619) 741-4610
FAX (619) 741-7541

RECEIVED

AUG 19 1994

Dear President Boggs:

The Palomar College Escondido Educational Center is extremely important to the city of Escondido, its citizens, and the surrounding area. More than 5,000 of our residents depend upon the convenient access and affordable courses the center offers each year. This includes many City employees who are upgrading their work skills, completing an associate degree, or simply enriching their lives through further education.

Other benefits to the Escondido Community include, but are not limited to

- * Availability of English as a Second Language classes on the part of our City's large Spanish speaking population
- * The resource center for small business owners helps our economy by providing information and counseling to area business owners
- * Our high school graduates have a low-cost alternative to the first two years of college
- * Our community benefits from the economic impact of the Escondido Center, its faculty, staff, and students
- * The presence of the Fire Technology, Administration of Justice, and other public safety programs is beneficial to Escondido

Escondido's new \$75 million California Center for the Arts, Escondido will soon be completed. We look forward to working closely with both Palomar College and the Escondido Center in a wide variety of arts related educational partnership endeavors.

As Mayor of the City of Escondido, I strongly support your position to have official state recognition of the Palomar College Escondido Educational Center. Please let me know if there is anything further that I can do to make this a reality.

Sincerely,

Sid Hollins
Mayor

SH:jmg

Sid Hollins, Mayor
Jerry C. Harmon
Richard A. Foster
Elmer C. Cameron
Lori Holt Pfeiler

Printed on Recycled Paper

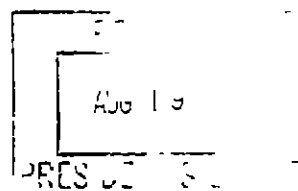
CHAMBER OF COMMERCE Escondido

720 NORTH BROADWAY
ESCONDIDO CALIFORNIA 92025

PHONE (619) 745-2125
FAX (619) 745-1183

August 17, 1994

George R. Boggs, Ph.D.
Superintendent/President
Palomar College
1140 W. Mission Rd.
San Marcos, CA 92069-1487



Dear President Boggs

Please accept this letter in support of official state recognition of the Palomar College Escondido Educational Center. The Center provides convenient access and needed facilities to higher education for citizens of Escondido and the surrounding area.

Of particular interest to the Chamber is the resource center for small businesses which helps our local economy by providing information and counseling to area business owners. Furthermore, our community benefits from the economic impact of the Center, its faculty, staff and students.

The affordable courses offered at the center provide self-fulfillment for over 5,000 of our residents annually and creates a long lasting improvement in skill of the local workforce. The strong demand for English as a second language classes on the part of Escondido's large Spanish speaking population creates a positive assimilation, greater economic opportunity and the availability of a dynamic workforce.

In closing, I would like to reiterate the importance of the Palomar College Escondido Educational Center to our community. The high quality, convenient and affordable educational opportunities offered to our citizens enriches their lives and strengthens the economy. We applaud and fully support your efforts in enhancing Palomar College's service to Escondido.

Sincerely,

David M. Ish, CAE
Executive Director

DMI ps



September 7, 1994

George Boggs Ph.D.
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92069

Dear Dr. Boggs

I write in support of official state recognition of the Palomar College Escondido Educational Center

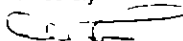
As the President of an organization in Escondido that is also devoted to serving and advancing the citizens of our City, I strongly believe that Palomar College's presence in Escondido is extremely important. Palomar gives Escondido a convenient access to higher education. This is especially important given the demographics of our City - I immediately think of the need for English as a second language classes because of the substantial Hispanic population in our City. Perhaps even more importantly, Palomar brings this service to our city at a relatively low cost - something of immense importance - once again given the demographics of Escondido itself.

It is quite obvious that Palomar has an economic impact on the City of Escondido since its faculty, staff and students are located here. Just as we at the Center strive to bring a positive economic impact to our City.

Simply phrased, Palomar College Escondido Center is important to the City of Escondido. It provides us with high quality, convenient, and very affordable educational opportunities. It is important to our economy and of course it enriches the lives of all our citizens.

If there is anything else that I can do or say to assist you in gaining official state recognition, please do not hesitate to call me.

Sincerely,


Oleg Lobanov
President



County of San Diego

JOHN MACDONALD
SUPERVISOR FIFTH DISTRICT
1010 331 5545

BOARD OF SUPERVISORS

1600 PACIFIC HIGHWAY ROOM 335 SAN DIEGO CALIFORNIA 92101 2470

August 19, 1994

George R. Boggs, Ph.D.
Superintendent/President
PALOMAR COLLEGE
1140 West Mission Road
San Marcos, CA 92069

Dear President Boggs:

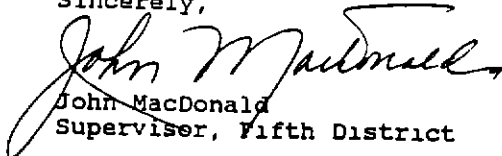
I am pleased to have the opportunity to support official state recognition for the Palomar College Escondido Educational Center.

As the 5th District County Supervisor, I am very gratified at having this Educational Center available to the more than 5,000 residents from the Escondido area who are able to access this facility. Whether classes are taken for personal enrichment, to complete an associate degree or to upgrade work skills, the Educational Center is responsive to the needs of Escondido citizens.

North San Diego County has a fast growing Spanish speaking population which has a strong need for English As a Second Language classes. Thanks to this Educational Center this need is being met to a large degree.

As a former community college president I have observed with interest the level of excellence Palomar College has attained through the years and the Escondido Educational Center has added yet another dimension to that excellence.

Sincerely,


John MacDonald
Supervisor, Fifth District

JMD:mf

3628 PC FACILITIES

SQ4 P02 JAN 03 '95 10 54



Mt. San Jacinto College

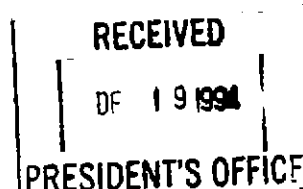
Mt. San Jacinto Community College District
1499 North State Street San Jacinto California 92583 2399 (909) 654-8011

Board of Trustees

Claire Boyles
Ann Matto
Donald Rohrabacher
Gwen Schlange
Wayne Stuart

Roy B. Mason II Ph.D.
Superintendent/President

December 14, 1994



Dr. George Boggs, Superintendent
Palomar Community College District
1140 West Mission Road
San Marcos, CA 92069-1487

Dear Dr. Boggs:

We at Mt. San Jacinto Community College District would like to add our support to your efforts to have the Escondido Educational Center of Palomar College designated as an officially approved state center. Palomar College has done an outstanding job of providing educational services to the citizens of Escondido through the operation of the Escondido Educational Center. The Center has become an integral part of the community and has played a major role in revitalizing the area in which it is situated. The continuing strong enrollment at the Center is a testimony to the need and support Palomar College has among community members for the operation of the Center.

The designation by the Board of Governors of the Escondido Educational Center as an officially approved state center will strengthen the Center's program offerings and the support of the community. The designation will have no adverse affect on the programs offered by Mt. San Jacinto College.

Good luck in your efforts.

Sincerely,

Roy B. Mason, Ph.D.
Superintendent/President

San Jacinto Campus 1499 North State Street San Jacinto California 92583 (909) 654-8011



"Where excellence shapes the future"

August 26, 1994

Dr George R Boggs
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, California 92069-1487

Dear President Boggs

Subject Palomar College Escondido Center

On behalf of the Escondido Union School District I am pleased to express our district's full support of official state recognition of the Palomar College Escondido Educational Center

Former students of the elementary district, their parents and the community have benefited greatly from the Center due to its convenient location and high-quality educational programs. Twenty-eight percent of our K-8 student population are limited or non-English speaking, however, an even larger number of their parents are Spanish speaking. Through the English As A Second Language classes offered at the Escondido Educational Center, the adult population's needs are being addressed.

Our teachers, administrators and support personnel also take advantage of the program by enrolling in the broad range of classes offered through the community college and continually praise Palomar for ensuring that the classes are readily accessible to the total community.

Thanks to college's initiative in establishing the Escondido Center the quality of life standards in the community have been raised significantly by providing life-long learning for the total community. The Escondido area has benefited from the job training programs, career counseling services and technical classes offered through the local center.

We encourage the state to grant official community college status to the program.

Sincerely,

L. McLean King, Ed D
Superintendent

cc Board of Education

1330 East Grand Avenue • Escondido CA 92027-3099 • (619) 432-2400, FAX (619) 745 8896

Board Members

John F. Laing DDS • Kathy Marler • Dawna Nerhus • Linda Woods • Pamela Wangerien • L. McLean King, Supr



FOUNDED IN 1979

HELPING PEOPLE HELP THEMSELVES!

George R. Boggs, Ph.D.
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487

25


Dear President Boggs:

On behalf of the North County Interfaith Council and our clients I am writing to show our support for official State recognition of the Palomar College Escondido Educational Center.

Our social service center referrers literally hundreds of economically disadvantaged single parents to the Escondido Center annually. Access to local college level education is the key to their families financial futures. As almost half of our clients are hispanic immigrants we especially appreciate the availability of the english as a second language classes in our community.

Education is truly the key to self-sufficiency and the Escondido Center is vital to our communities future. The multitude of educational programs and services offered locally is certainly of tremendous benefit. May this letter convey our strongest support for the Palomar College Escondido Educational Center.

Most Sincerely,

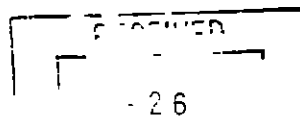


Suzanne Stewart Pohman
Executive Director

430 North Rose, Escondido, California 92027 • (619) 489-6380

August 23, 1994

George R. Boggs, Ph.D.
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92069



**BOYS & GIRLS CLUB
OF ESCONDIDO**

**Lefty Mitchell Branch
Administrative Office
115 W. Woodward Ave.
Escondido, CA 92025
(619) 748-3315**

**Neville & Helen Baker
Family Branch
835 W. 15th Avenue
Escondido, CA 92025
(619) 745-0515**

**Valley Center Unit
28751 Cole Grade Road
Valley Center, CA 92082
(619) 749-9822**

Dear Dr. Boggs:

The Boys and Girls Club of Escondido supports official state recognition of the Palomar College Escondido Educational Center. The Center provides convenient access to higher education for the staff, former members, and parents of members of the Boys and Girls Club.

Aside from general education, our staff has taken courses in Early Childhood Education and Spanish to improve their job skills. This training has enabled us to meet the growing demand for child care and juvenile delinquency prevention activities after school.

The Palomar College Escondido Educational Center is important to our community, providing quality, affordable educational opportunities for our citizens.

Sincerely,

Danny Sherlock
Executive Director

CONWAY ELEMENTARY SCHOOL

RON SMITH PRINCIPAL

1325 Conway Drive, Escondido, CA 92027
(619) 432-2435

August 30, 1994

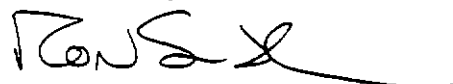
George R. Boggs, Ph.D
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487

Dear President Boggs

I am happy to write this letter in support of the Escondido Educational Center. I have personally had the benefit of taking a class at your Palomar College Escondido Educational Center. The class was outstanding and I greatly appreciated having the center located near where I live. The Advanced Conversational Spanish class allowed me to further hone my skills in Spanish. This proved to be of significant benefit as I was working at Central School which has a large population of Spanish speaking parents and children.

I am also aware of many school district employees who have taken classes at the Escondido center. They consistently reported back to me that the classes were very well done and that they were able to immediately apply their new skills and knowledge. This Education Center is a very positive asset to the residents of Escondido and other parts of north San Diego County.

Most Sincerely,



Ron Smith,
Principal

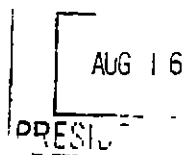


San Marcos California • USA
92096-0001
(619) 752-4040
FAX (619) 752-4033

Office of the President

August 12, 1994

Dr George R Boggs
Superintendent / President
Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487



Dear President Boggs

I am pleased to offer this letter to you supporting state recognition of the Palomar College Escondido Educational Center. Since CSU, San Marcos shares the concerns of Palomar College to provide the best possible outreach and education to our citizens in North County, we are very positive about the impact of the Escondido Center on this mutual goal.

CSU, San Marcos, as you know, has accepted only upper division juniors and seniors since its inception in 1989. As a result, the burden of lower division requirements has continued to fall to Palomar College to meet. The opening of the Escondido Educational Center has enabled many more students to meet these requirements in a setting closer to their home or place of employment. Many of our students, once admitted as juniors or seniors, find that they have deficiencies in their academic record that require a course or two at Palomar. Being able to take these classes at Palomar's Escondido Educational Center has sometimes meant the difference for those students' successful completion of requirements.

Thank you for the opportunity to support state recognition of the Center. It certainly has already attained the support of the local community it has served so well in its brief history.

Sincerely,

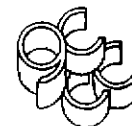
Bill W. Stacy
Bill W. Stacy
President

BWS ec

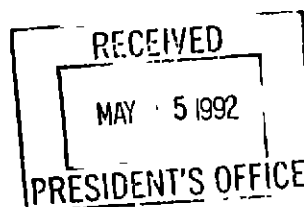
The California State University

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

8800 GROSSMONT COLLEGE DRIVE EL CAJON CALIFORNIA 92020-1799 619 697 9090 FAX 619 461 1391



May 14, 1992



George Boggs, Ph D
Superintendent/President
Palomar College
1140 West Mission Road
San Marcos, CA 92069

Dear George

In response to your request for a letter supporting plans to construct a building in Rancho Bernardo or Poway areas to accommodate the needs of students in the southern part of your district, we see no great impact on the campuses in our district with the possible exception of programs that might be duplicated where our campuses now seem to be meeting the needs of the entire County (i.e., Ornamental Horticulture)

Good luck to you in your endeavors

Sincerely,

Donald E. Walker, Ph D
Chancellor

DEW mw

Grossmont College • East County Performing Arts Center • Cuyamaca College
An Equal Employment Opportunity -- Affirmative Action Employer

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DONALD E. WALKER, Ph D
GOVERNING BOARD
RICHARD D. ALEXANDER
ROCHELLE T. BASTIEN, Ph D
DALE A. BURNE, D.D.S.
REBECCA L. CLARK
BARBARA H. COLLIS

References

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-- *Choosing the Future. An Action Agenda for Community Colleges* Sacramento The Board, October 1993

California Postsecondary Education Commission *The Commission's Role in the Review of Proposals for New Campuses and Off-Campus Centers -- Guidelines and Procedures* Unnumbered Commission Report Sacramento The Commission, 1975

-- *Guidelines and Procedures for Review of New Campuses and Off-Campus Centers* Commission Report 82-34 Sacramento The Commission, September 1982

-- *Inventory of Approved and Unapproved Community College Centers* Commission Report 84-38 Sacramento the Commission, December 1984

-- *Higher Education at the Crossroads* Commission Report No 90-1 Sacramento The Commission, January 1990a

-- *A Capacity for Learning* Commission Report No 90-3 Sacramento The Commission, January 1990b

-- *Guidelines for Review of Proposed Campuses and Off-Campus Centers* Commission Report No 90-9 Sacramento The Commission, January 1990c

-- Letter to Charrie Chappie from William L. Storey Sacramento, May 14, 1992a

-- *Progress on the Commission's Studies of the Cost of the Instructional Mission and Revenue Trends in California's Public Colleges and Universities* Commission Agenda Item 5 Sacramento The Commission, June 1, 1992b

-- *A Framework for Statewide Facilities Planning* Commission Report No. 92-17. Sacramento The Commission, August 24, 1992c

-- *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* Commission Report No. 92-18. Sacramento The Commission, August 24, 1992d

- *Proposed Construction of Folsom Lake College in the Los Rios Community College District* Commission Report No 92-30 Sacramento The Commission, December, 1992e
- *Proposed Construction of the Lompoc Valley Center in the Allan Hancock Joint Community College District* Commission Report No 92-31 Sacramento The Commission, December, 1992f
- *Proposed Establishment of the Vacaville Higher Education Center of the Solano Community College District* Commission Report No 93-12 Sacramento The Commission, June 1993a
- *Proposed Construction of the Madera County Educational Center in the State Center Community College District* Commission Report No 93-16 Sacramento The Commission, September 1993b
- *Creating a Campus for the Twenty-First Century The California State University and Fort Ord* Commission Report No 93-22 Sacramento The Commission, October 1993c

MGT Consultants, Inc *Final Report: Study to Provide Assistance in the Development of a Long-Range Master Plan for New Community College Campuses* Sacramento MGT, September 1990

Palomar Community College District *Operational Educational Master Plan* San Marcos The District, January 1993

- *Request for Official Center Status/The Escondido Center/Letter of Intent and Assessment of need* San Marcos The District, October 1994
- *Five-Year Construction Plan, 1996-97 to 2000-01* San Marcos The District, January 1995

San Diego Community College District *Five-Year Capital Construction Plan, 1996-2001* San Diego The District, February 1, 1995

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of June 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
Guillermo Rodriguez, Jr., San Francisco, *Vice Chair*
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Jeffrey I. Marston, San Diego
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University;
Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
Frank R. Martinez, San Luis Obispo, appointed by the Council for Private Postsecondary and Vocational Education

The two student representatives are
Stephen Leshner, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

APPROVAL OF THE ESCONDIDO CENTER OF THE PALOMAR COMMUNITY COLLEGE DISTRICT: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California community Colleges Commission Report 95-7



ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include

- 94-17 *Fiscal Profiles, 1994: The Fourth in a Series of Factbooks About the Financing of California Higher Education* (October 1994)
- 94-18 *Proposed Construction of the Palmdale Center of the Antelope Valley Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (October 1994)
- 94-19 *The Performance of California Higher Education, 1994. The First Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (December 1994)
- 94-20 *Student Profiles, 1994: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (December 1994)

1995

- 95-1 *A New State Policy on Community College Student Charges* (February 1995)
- 95-2 *The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education* (February 1995)
- 95-3 *The Challenge of the Century. Planning for Record Student Enrollment and Improved Outcomes in California Postsecondary Education* (April 1995)
- 95-4 *Faculty Salaries in California's Public Universities, 1995-96: A Report to the Legislature and the Governor in Response to Senate Concurrent Resolution No. 51* (April 1995)
- 95-5 *Legislative and State Budget Priorities of the Commission, 1995. A Report of the California Postsecondary Education Commission* (April 1995)
- 95-6 *Executive Compensation in California Public Higher Education, 1994-95: The Third in a Series of Annual Reports to the Governor and Legislature in Response to the 1992 Budget Act* (June 1995)
- 95-7 *Approval of the Escondido Center of the Palomar Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1995)
- 95-8 *Perspective of the California Postsecondary Education Commission on Educational Equity* (June 1995)